DOCUMENT RESUME

ED 124 726 CE 007 336

TITLE	Ginn 360 Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
INSTITUTION	Portland Public Schools, Oreg. Area III Office.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
REPORT NO	VT-102-835
PUB DATE	Dec 75
NOTE	105p.; For related documents, see CE 007 335-337
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Basic Reading; *Career Awareness; Career Education; Class Activities; *Consumer Education; Integrated Curriculum; Learning Activities; Primary Education; Reading Comprehension; *Reading Materials; Resource Guides; Supplementary Reading Materials; *Teaching Guides; Teaching Procedures

ABSTRACT

The teaching guide was prepared by the Portland Public Schools, Area III, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Ginn 360 Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

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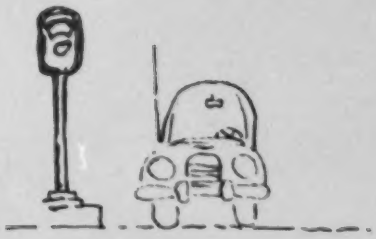
A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS



Ginn 360 Basic Reading

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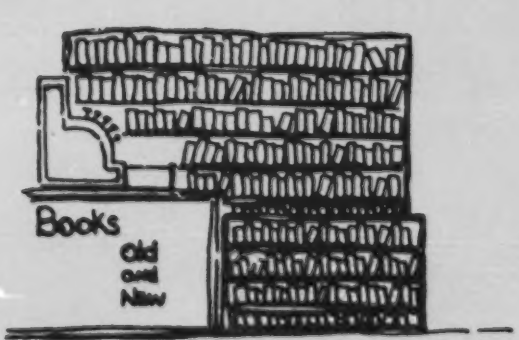

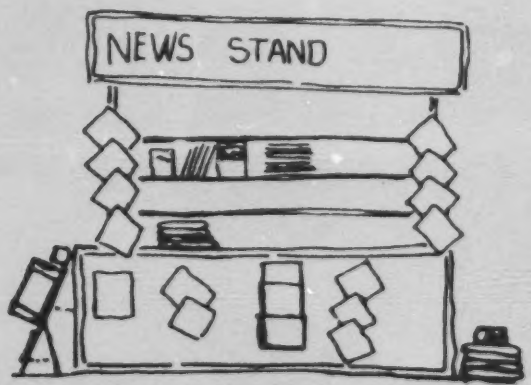

A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS

Ginn 360 Basic Reading

Grades 1-3

Area III

Portland Public Schools

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An Applied Research and Exemplary

Career Education Project

Project E-A-3-75

Oregon Board of Education

Salem, Oregon

December 1975

VT 102 835

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Purpose of the guide

Teachers are becoming more cognizant of public and professional demands that students become more aware of social and economic realities. To place another set of textbooks and materials in our classrooms with appropriate content is unrealistic. Research by primary grade teachers has shown the feasibility of using the content of basal reading to teach an awareness of career and consumer education concepts. Appropriate dialogue and activities have been written to aid teachers' cultivation of the knowledge and skills primary age youngsters already possess.

Persons who have been involved in this project have been encouraged by the substantive content in basal readers that would ordinarily be used exclusively in the teaching of reading skills. The guides that have been developed adhere closely to the story line written by the authors. The basal reader stories should provide ideas for a classroom dialogue to help students become aware of the attitudes and values displayed by story characters for buying, selling, trading, serving others, and constructing products for others to use.

Through emphasis on comprehension skills, the students will be encouraged to read, discuss, write about, and view other related content that is pertinent to the concepts of career and consumer education. Teachers using this guide should be satisfied if primary age youngsters become aware of the idea that the rules of worthwhile play and learning in a classroom aren't too unlike the rules their parents follow in their careers and avocations.

Foreword

One of the major deficiencies in the career and consumer education of children in the primary school years has been a lack of classroom experiences involving students in a search for personal identity and increased awareness of themselves in relation to the economic system around them. Classroom teachers in grades 1-3 have not had the necessary materials and instructional guidelines to carry out the objectives of career and consumer education.

Now, a major contribution is being made to overcome this deficiency. In the pages which follow there is a rich repertoire of suggestions to help teachers reach students in grades 1 to 3 in the development of appropriate primary level concepts in both career and consumer education. This effort was made possible by a grant from the Career Education Division of the Oregon State Department of Education for exemplary projects.

The most exciting dimension of this work is its relationship to the basal reading material used day to day in the classroom. An immediate, practical application becomes possible without the inevitable layer-cake effect of uncoordinated curriculum materials.

I commend this work to each Area III primary teacher. I am confident that those who are concerned with career and consumer education concepts for their students will find a wealth of valuable information and professional guidance.

These remarks would be incomplete without special recognition for those responsible for this publication. Dr. Ralph Hodges, Area III Reading Coordinator, headed up the developmental team. Others who directly assisted him are indicated in the acknowledgment section. The results of their efforts are impressive. They provide genuine optimism for the realization of important career and consumer education goals in the primary school years.

James J. Fenwick
Area III Administrator for
Curriculum Development

JJF:hh

Acknowledgments

Many people have contributed their thoughts, writings, criticisms, and inspiration to this effort. Particularly, James Fenwick, Warren Rathburn, and Elisa Richendorf have encouraged everyone involved in the project by often giving a pat on the back when it was needed most. The number of principals and teachers who have lent a helping hand are numerous, some might say too numerous to name. However, as project director, I feel they are, and will continue to be, the most important persons to the future use of this guide and the implementation of career and consumer education and reading skill goals.

Abernethy - Margaret Hoagland; Alameda - Grace Bauer, Charles Boer; Arleta - Dwayne Osborne; Atkinson - Florence Seberg; Boise - Ron Dieu, Lee McGraw, Fern Roberts; Brooklyn - Orva Taylor; Buckman - Jeanne Johnson; Creston - Frances Lee, Merle Bradford, Betty Jean Donnelly; Duniway - Karen Bunnell, Dale Lange; Edwards - Cheryl Lindley, Shirley Concannon, Eleanor Swanson; Eliot - Nancy Eilertsen, Bob Harold, Barbara Lappala, Erin Roth, Lydia Roy, Emma Fowler; Fernwood - Elaine Bruce, Blanche Green; Glencoe - Janis Foote; Grout - Natalie Smith; Hollyrood - Helen Dobbek; Hosford - Margaret Marsh, Joyce McCluskey, Mary Lou Menache, Maryann Smith; Irvington - Barbara Criqui, Verna Hokanson, Grace Schaad, Nancy Waller; Kellogg - Mabel Beardon; Norma Callaghan, Linda U'Ren; Kerns - Karen Durbin, Marie Mansfield; Lane - Arlene Houser, Michelle Lehman, Virginia Stapp; Laurelhurst - Arline Toates; Llewellyn - Nancy Cooper, Judy Perry; Mt. Tabor - Lila Mae Fisher; Normandale - Sharon Blair; Richmond - Corrine Keithley; Sabin - John Beck, Marjorie Papke, Twila Kjensrud; Sunnyside - Glen Noble, Geri Mackley; Woodstock - Dolores Rypczynski; Substitute Teacher Staff - Patricia Engel.

Procedures for using the guide

It has been presumed by the persons who have been engaged in the research and developmental efforts in producing this guide, that it is important to help primary school students understand how they are a part of the social and economic system in which they live. The teaching scripts for these basal readers depart substantially from the objectives of the usual basic reader guidebook. Complete attention is given to the comprehension course goals. The selected stories contain very little special career or consumerism terminology, very little was expected prior to study of the stories. These story guides will not foster decoding skills by any direct method. These story guides should be reserved for teaching the specific objectives related to career awareness, consumerism and reading comprehension. The objectives are consistently limited in this guide by the modest number of experiences primary-age youngsters have had with these concepts.

Consumer and Career Education Goals

The following goal statements were selected by Area III primary grade teachers during the 1974-75 research phase of the project. These goals were chosen as those of greatest importance in creating an awareness for career and consumer education concepts among children in grades 1-3. The Reading Course Goals are referenced to the Tricounty Course Goals for Multnomah, Clackamas, and Washington County Intermediate Education Districts, Oregon.

Career Education Goal Statements

The students will be able to recognize:

1. The physical and emotional benefits of understanding and respecting self and others throughout life.
2. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
3. the personal, social, economic and political reasons for work in our society.

4. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

5. that in our society he is dependent on the goods and services of others for his welfare and survival.

6. the physical and psychological reasons for work and leisure activities.

Consumer Education Goal Statements

Students will be able to recognize:

1. how resources are related to needs and wants.

2. the skills needed in the decision-making process.

3. effective shopping techniques.

4. how consumer skills can improve standard of living.

5. the relationship of supply and demand.

Reading Comprehension Goal Statements

Students will be able to:

1. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention. 4.3.2.1.1.2

2. relate supporting details to main idea statements in a paragraph or passage. 4.3.2.1.1.3

3. select details related to character, setting, and events. 4.3.2.1.1.4

4. select information dealing with time, place, and culture. 4.3.2.1.1.6

5. paraphrase directly-stated information. 4.3.2.1.1.11

6. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect). 4.3.2.1.3.2

7. order facts in terms of their importance. 4.3.2.1.3.3

8. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories. 4.3.2.1.4.1

9. summarize the directly-stated ideas of a paragraph in a brief statement. 4.3.2.1.5.3

10. substantiate his conclusions by citing supportive detail in the text. 4.3.2.1.

11. predict future action on the basis of previous action and characterization. 4.3.2.1.6.1

12. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines). 4.3.2.2.3.11

13. able to recognize underlying assumptions in stories, which may include: preconceived attitudes, prejudices, stereotypes, and generalizations. 4.3.2.2.3.2

14. use the following aids to draw inferences from a passage or story:

    (a) relating to knowledge and experiences,
    (b) making accurate summaries,
    (c) developing imaginative and logical alternatives. 4.3.2.2.3.1

15. infer meanings and attitudes that are not directly-stated by the author. 4.3.2.2.4.4

16. interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy. 4.3.2.2.4.5

17. identify specific personality characteristics that can be attributed to characters in a story. 4.3.2.2.6.4

18. identify ethnic and cultural traits of characters (in relation to events and conditions) within content. 4.3.2.2.6.5

Taxonomy of Objectives

The lists of goals represent general statements of concepts that primary school-age youngsters can be expected to acquire at an awareness level of understanding. Many of the goals are stated in terms of "knowledge" acquisitions. This level of goal attainment is delineated by the statement verbs of "recognize", "identify", "acquire", and to a lesser extend, "recall". Depending upon the level of involvement and expected knowledge outcome by the students, such terms as "translate", "illustrate", "interpret", "relate", and "apply" are rarely used. These higher-level objective statements would lead the teacher to expect a more sophisticated level of awareness than is reasonable for primary-age children. Consequently, objectives stated at an "analysis" or "application" level are infrequently used.

The lists of goals for reading comprehension are limited by the appropriateness of questioning and related activities, which in turn were dictated by the events and interpretations evidenced by the story content. The statement of comprehension objectives often range from knowledge level verbs to those of synthesis, and occasionally evaluation. Due to the richness of the story content for building

the students' information base, the teachers who contributed to the guides have proposed a challenging level of questioning. This level of inquiry is necessary if their colleagues are to parlay story content to a recognition of many social and economic concepts by their students.

Procedures Used In Selecting Stories for the Guide

Twenty persons, indicating an interest in participating in the developmental phase of the project during 1974-75, were given orientation and training for their work. This committee had been trained to use the concept-descriptor terms and course goal statements for teaching career and consumer education and reading. There were three decision-points in this process. Any one of these decision-points was critical in selecting a story for further consideration.

Step 1. Each story had to meet two of the following criteria:

a) an interesting story for primary grade students;

b) provide relevant story content for the purposes of the project;

c) story content had to be useful for career and consumer education and reading instruction.

Step 2. Each story had to present one or more concepts that could be identified and described by either one or more career and consumer education goals.

Step 3. Each story had to provide a reasonable number of passages or pages of information that could be listed under career and/or consumer education goals provided on a goal-referenced checklist.

Finally, a group of classroom teachers and reading specialists reviewed the stories selected by the above-mentioned "study" committee, and wrote teaching guides for the use of the pertinent basal reading content for teaching career and consumer education and reading comprehension course goals. After further revisions by the project director the teaching guides were put in their present format for use in classrooms.

Further Procedures for Using the Guide

This guide must not displace the publisher's guide. Certain other objectives outlined by the original guide must be considered essential to complete teaching of reading skills. Career and consumer education goal attainment will not be preempted by presentation of word lists, decoding skills, and other publishers' activities. Should a teacher choose to not use the career-consumer education script upon first reading by students, this guidebook's routines for questioning and activities might be used at another time with the same story.

The teaching guide has several important components that do not depart from typical psychological principles built into most basic reader guidebooks. The section "Relationship of the Story to the Objectives" should serve as a synopsis of the story. Although, this statement varies in length, it does attempt to put the synopsis of the story events in a perspective of the specific career and consumer goals listed previously on the page in more formal terms.

The Preparatory Remarks are intended to establish the theme of the story with the students. This is an important step toward setting purposes with students for recognizing the relationship of the events in the story with career and consumer education concepts.

The Discussion With Students should be carefully prepared by the teacher. This part of the guide provides an interpretation of story events in relation to social and economic experiences that students have had or may benefit from as vicarious experiences. Strict adherance to the questioning strategy is not absolute, nor probable. A satisfactory outcome from the use of the teaching script will be possible if teachers have internalized the discussion with students in terms of the story's objectives.

The use of Related Activities is optional. However, if one or more of them are by-passed some of the objectives will not be fulfilled. These activity suggestions are instrumental in helping students extend their understanding of concepts through discussion of simulated, more realistic experiences. Teachers should investigate other career and consumer education handbooks for activities related to the story objectives.

Visual and auditory media are not listed under Related Activities. However, these should be carefully studied by either reviewing a synopsis in a media catalog, or by previewing them in terms of the story objectives. The lists of audiovisual media in the Appendix were submitted by a teacher committee as having pertinence to the goals of the project.

Evaluation is an important part of any teaching activity. Only carefully selected objectives have been described for consideration. These objectives have the greatest likelihood for accomplishment through the discussion and activities. Each classroom teacher should develop the methods, media, and criteria for measuring attainment of objectives. In some instances the classroom discussion and activities may develop a much different trend than the teaching script had delineated; therefore, evaluation should be made of the objectives that are relevant to lesson outcomes.

Finally, the Appendix of this guide has the stories classified according to concept-descriptor terms. The purpose of this organization complements the need to provide information about the stories for varied uses by teachers and others interested in the goals of this project. The user of this guide may choose to select only those stories that relate to certain concepts. This reference device should be helpful in relating each course goal with both concepts and selected stories.

Story: Helicopters
pages 31-54

Book: Helicopters and Gingerbread (4) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify how certain resources are used to meet certain needs and wants.
2. recognize the relationship between supply and demand.
3. recognize how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
4. recall how people are dependent on the goods and services of others for their welfare and survival.
5. identify the differences in work and leisure activities.
6. locate words and phrases to answer factual questions such as who, what, when, where, how and why.
7. relate supporting details to main idea statements in a paragraph or passage.
8. recognize sequences of ideas, such as chronological and cause and effect relationships.
9. use inferences drawn from a story to relate their own knowledge and experiences, making accurate summaries, and developing imaginative and logical alternatives.

Relationship of the Story to the Objectives

Three stories are presented related to the theme of helicopters. The story provides a review of the daily uses of helicopters for which the reader gets a chance to think about different job roles and the varied uses of this form of transportation. The two stories that follow "What Can Helicopters Do?" are natural related activities - for further reading and discussion.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Refer students to the pictures on pages 30 and 31. Ask them to pick out differences in the three helicopters. Probe for differences in size, shape, wheels, color, and apparent uses.

B. Ask how the helicopters in the pictures are like cars, trucks, and buses. Ask the students to think of occasions when they have seen helicopters. Have them suggest ways they were being used.

II. Discussion With Students

A. Page 32 - Prior to oral, or silent, reading ask students to tell about the kind of work this helicopter may be expected to perform.

B. Ask whether the man on the ledge was doing work or was he climbing the mountains for pleasure. Ask students to describe how the man in the helicopter will rescue the man.

C. Page 33 - Ask: What has happened in this picture? Ask: How will the man in the helicopter rescue the person caught in the flood? Using the questions on page 33, probe for the job title - "pilot".

D. Page 34 - Prior to reading the passage, ask students why some people may want to ride on a helicopter rather than ride a bus, taxi, or car. Ask: Can helicopters land on buildings?

E. Page 35 - Ask: What has happened that makes it necessary for the man to bring hay to the cattle? What might happen if the cattle don't get the hay? Ask: Do you suppose the man in the helicopter is a farmer, or is he a pilot working for the farmer who owns the cattle?

F. Pages 36-37 - Has anyone seen a helicopter pick up a machine like the one on page 36? Ask: Who are these men in the picture? What work do they do besides put out fires in the forest and grasslands? Ask the students to discuss the questions on page 36.

G. Pages 38-39 - Ask students to read the story before asking: Who would he give a ride to, no one in the picture needs to be rescued? Is this helicopter used in a different way from the ones on pages 31-37?

H. Finally, ask the students to help the teacher make a list of ways helicopters were used in the story. Then, relate the situation on each page to the job each pilot did with the copter.

I. Ask students to list more ordinary vehicles for doing the same jobs.

J. Ask: Why don't we see as many helicopters around a town or city as we do cars, trucks, and buses? (Try to direct attention to limited, special need for copters accounts for their infrequent use.)

Related Activities

1. Ask students to tell short stories about situations where they have seen helicopters at work. Tell students to relate their story to 1 to 4 sentences so that each person will have a short story for everyone to read. Head the chart story dictated by each student: "Tommy's Story About the Work of a Helicopter," or "Betty's Helicopter Story," or "John's Helicopter at Work."

2. Read the story "The Surprise" on pages 40-45 with students. Direct discussion to bring out the difference in serious, practical uses of helicopters from uses for pleasure and convenience. How do sizes of things on the ground appear different from a distance above compared with the same distance on the ground?

3. Read the story "A Funny Ride" on pages 46-54 with students. Direct discussion to emphasize the need for responsibility in piloting a machine like a helicopter. Ask students to try to recall having a dream about a new, exciting experience they have h

Evaluation of Lesson Objectives

Students should be able to identify several ways that a vehicle (such as a helicopter) is used for pleasure as well as assisting persons in doing work.

Story: The Big Machine
pages 56-60
Old Buildings and New
pages 62-65

Book: May I Come In? (5) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize that success in a career is dependent on satisfactory interpersonal relationships with fellow workers.

2. identify the personal, social, and economic reasons for work in our society.

3. identify the goods and services of others for their welfare and survival.

4. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension.

5. recognize an arrangement of events in a story that occurs in chronological order, or in a cause and effect relationship.

6. relate several directly-stated ideas of a passage to one or more ideas.

Relationship of the Story to the Objectives

These two stories should be used in concert if class time permits. James and Ken show their understanding by their play of how a machine is used to wreck a building. The contrast between the destruction of an old building and construction of a new building will offer much discussion related to different job roles performed with both hand tools and machines.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Why is it necessary to tear down old buildings in a city? Has anyone seen a tall building destroyed? How are the walls destroyed? (If there is little recall of this, ask the class to turn to page 62; then discuss the picture in terms of equipment, etc.)

B. In the story "The Big Machine" James' mother warns James and his friend not to go near where workers are tearing down a building near their home. The boys seem to understand how a building is torn down, and realize James' mother is right.

C. Let's read the story to see how we can tell the boys understood how workmen tear down a building.

II. Discussion With Students

A. What did the machine look like that Ken and James tried to make? What work was the machine supposed to do? How was Ken's dog Mop able to do the job for them?

B. Why are buildings torn down? What are the different jobs that must be done by people who tear down buildings?

C. Suggest that students dictate the steps taken before a building is torn down until construction on a new building is begun. Write their sequence of ideas on the chalkboard or chart paper.

D. Discuss the following as the story "Old Buildings and New" is read by the studen

1) Why is it important to other people in the city that old buildings are cleared away?

2) How does the building of new buildings help people who work, live, and play in a city? Are there any materials from the old building that might be used in the new building? (Recycling concept.)

3) Ask students to study the pictures on pages 62-65. Ask: What are the different kinds of work being done in building the new building? List these on the chalkboard.

4) Select two or three of the jobs the students recognize, then ask: How do the people who do each of these jobs help one another? (Stress the importan of the workers cooperating and assisting the other; sharing tools, materials sequence of job steps, etc.)

5) Ask: How do we depend on the workers to protect people from danger and harm who have to live, go to school, or play in the new buildings?

Related Activities

1. Suggest that students study the pictures on pages 62-65 and list the jobs being done then help them identify which jobs are done with machines; which ones are done with hand tools.

Job	Machines	Hand Tools
1. Putting up wall board	No	Yes
2. Putting in the doors	No	Yes
etc.	etc.	etc.

2. Discuss the pictures and work aids listed below the pictures on pages 66 and 67. (Refer to Ginn Teacher's guide for this activity.) Also, bring pictures or drawings of labor saving methods and devices and discuss how they make work easier.

3. Refer to pages 69 and 70 for other suggested ways to understand relationships betwee students' knowledge of how work skills are performed by animals and people.

4. Consider asking students to suggest other phrases related to work skills and machine as suggested on page 69. Make this into a sentence completion or phrase matching activity for students' comprehension of sentence fragments and whole sentence struct

Evaluation of Lesson Objectives

Students should be able to identify several ways that workers help people live in safe, comfortable buildings.

Students should be able to distinguish between several kinds of work that are done by either machines or with hand tools.

Story: Mr. Pine's Signs pages 96-109 Book: May I Come In (5) Ginn

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify effective shopping techniques.

2. recognize the physical and emotional benefits of understanding and respecting self and others.

3. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

4. recognize that in our society we are dependent on the goods and services of others for our welfare and survival

5. restate words and phrases to answer factual questions such as who, what, when, where, how, and why.

6. recognize an arrangement of events in a story that occurs in chronological order, or in a cause and effect relationship.

7. classify words, attributes, and other characteristics of objects in similar groups and categories.

8. relate several directly-stated ideas of a passage or story to one or more main ideas.

9. interpret the techniques which advertisers use to persuade customers to buy their goods and services.

Relationship of the Story to the Objectives

Mr. Pine is the town's sign painter. The apparent demand for his skills should be emphasized to establish the idea that personal pride and recognition for ones work is forthcoming for persons who acquire a good reputation for their work. The dependence on the signs for locating places to travel and places to shop is obvious in the story theme. The need for signs is illustrated by the confusion when Mr. Pine loses his glasses and places the signs in the wrong places.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Direct students attention to the pictures on pages 96 and 97. Ask: What is the man doing? What would you call a man who paints signs? (a sign painter). Ask: If someone wanted a special sign made, how would you locate such a person? (Try to draw out idea of advertised services.)

B. Ask: What skills are necessary for a person to have who paints signs for other people? (List these on chalkboard.)

C. Tell the students that in this story the man in the picture on page 97 is the mayor of the town. The woman is complaining about the signs, let's read to find out what the mayor did to improve the signs on the streets in the town.

II. Discussion With Students

A. Why does a community have signs posted on its streets? Why do stores and persons who do things for other people need signs?

B. If you needed a certain kind of toy or piece of clothing, how would you decide where to go shopping?

C. Why do you think Mr. Pine was called upon by the mayor to make the signs?

D. Did Mr. Pine make all the signs the same shape? or, the same color? Let's look at all the pictures and decide the shape and colors of the signs. (make a char to list the signs.)

colors	shapes	message on sign
red	8-sided	STOP

E. If the signs were to be alike in some way-such as traffic signs, store signs, street signs, products or services-which colors, shapes, etc. would each group signs have? (Direct the students to draw on their own experiences, i.e, go bey the story line.)

F. What problems did Mr. Pine have in putting the right sign in the right place? If Mr. Pine had made the signs certain shapes for certain places, like we did (item E) how would he have made fewer mistakes?

G. What do you think were the problems created for the people in the town because of Mr. Pine's mistakes?

H. Do you believe the mayor and people in the town will still want Mr. Pine to pai signs for them in the future? Why? (Try to bring out the idea that his signs were still of good quality.)

Related Activities

Suggest that students make signs of their choosing but that their shape and/or color cor to some special category of message. Lettering size, style, or color may vary but that broad characteristics of color and shape signify the type of message.

Examples:	color	shape
Foods	yellow	elliptical
Someone's room	blue	square
Names of streets	white	rectangular
Names of towns	yellow	trapezoidal
Warnings of danger	orange	round
etc.	etc.	etc.

Evaluation of Objectives

1. Students should be able to identify several ways that advertising methods (signs, e help people locate things to buy.

2. Students should be able to describe several skills that are necessary for a person perform some type of job role.

Story: The Ant and the Grasshopper Book: May I Come In (5) Ginn
pages 156-160

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. explain the relationship of supply and demand.
3. recognize the personal, social, and economic reasons for work.
4. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
5. identify ways that persons are dependent on the goods and services of others for welfare and survival.
6. distinguish between the physical and psychological reasons for work and leisure activities.
7. select details related to character, setting, and events.
8. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
9. relate supporting details to main idea statements in a paragraph or passage.
10. develop a conclusion by citing supportive details in a passage or story.
11. predict future action on the basis of previous action and characterization.
12. infer meanings and attitudes that are not directly stated by the author.
13. identify specific personality characteristics that can be attributed to characters in a story.

Relationship of the Story to the Objectives

This story brings out several virtues of communal animals. The ant is personified as the assiduous critter who puts play aside in order to prepare for the winter weather. The grasshopper is the frivolous character who doesn't prepare for the day when the food supply will be covered by snow. It may be interesting to use additional information about bees and ants to help students understand the communal nature of certain insects. Certainly, this extension is not to expose the fallacy of the story line, just a bit of additional information.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask the students if they have ever heard the story about the "Little Red Hen." If they have not you may want to read it to the students; or carry on a discussion of how some animals seem to have more awareness for providing for their comfort, while others do not seem to plan ahead for sdversities.

B. Ask if they have ever watched ants, bees, grasshoppers, or other insects during warm weather. What sort of activities did you see? Try to bring out differences in "storage" activities vs "immediate consumption."

C. In this story which animal would you expect to be the one who gathers food? Which one will be playing more than working?

II. Discussion With Students

A. Ask: What kinds of foods do you think the ant was gathering for winter? (list these on the chalkboard.) What kinds of foods do grasshoppers eat? Do you think these foods could be stored?

B. Why was the ant so concerned about the snow?

C. If the first snow was several inches thick how could the grasshopper still get to the food?

D. What would snow do to the food that we listed on the chalkboard? Would the food be good to eat after the snow melted?

E. As the weather gets cold what becomes of ants and grasshoppers? Do many die?

F. How is it that there are still grasshoppers and ants every spring and summer during warm weather?

G. Think about last summer, did you see more grasshoppers or more ants? Why?

H. Has anyone seen an "Ant Farm" in the pet store? Why aren't grasshoppers sold in pet stores?

I. Does anyone believe the grasshopper will do more gathering of food next summer and less playing? Why?

Related Activities

1. If any students have an ant farm, suggest that it be brought to the class to observe. Later, ask certain students to dictate a story about their observations. Help students place ideas in observable sequences of events.

2. Consider bringing one of the filmstrips listed in the A-V section related to communal animals. Use this material to help students understand the concept that massive amounts of food are needed by insects of this type that reproduce in such large numbers. Stress the importance of interpersonal dependency and division of labor within the community for survival.

3. Consider asking students to dictate stories about the lives of bees, ants, or other animals that the selected filmstrips feature. These will be group stories rather than individual stories (unless certain students can compose their own stories by the time this activity is used).

4. Consider having the class do a mural based on this story where other animals (particularly insects) are interrelated with the activities of ants and bees. Consider using speeches of animals shown by balloons over their heads in order to express their understanding of these animal-world relationships.

Evaluation of Lesson Objectives

1. Students should be able to explain at least one instance of how something is greatly in demand when it is in shortest supply.

2. Students should be able to list several reasons for people to do work and reasons for them to do things for leisure.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
2. translate how success in a career (job) is dependent upon satisfactory interpersonal relationships with employers and fellow workers.
3. identify the personal, social, and economic (and political) reasons for work in our society.
4. recognize that every career (job) has entry, performance, physical, and attitudinal and educational requirements.
5. recall the events in the story whereby consumers evaluate information (and certain conditions) before making decisions to buy.
6. explain how consumer skills can improve ones standard of living.
7. recall details related to character, setting, and events.
8. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
9. identify kinds of sequence in reading, such as logical relationships, chronological, spatial, importance, and cause and effect.
10. predict future action on the basis of previous action and characterization.

Relationship of Story to the Objectives

This story illustrates how people (consumers) have difficulty sometimes adjusting to change. However, Ted, a young friend of storekeeper King, sets out to meet customers' desires and their buying decisions are influenced both ways, for the better and the worse. The main feature of this story brings out how a young man with innovative ideas can cooperate and be accepted by the older, more experienced storekeeper.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Where does your family do its grocery shopping? How are the things you shop for arranged?

B. Are there any things in the store you would place in different places from where they are now?

C. How are foods that are necessary for our diet different from those that we eat just because we like them? Name some of each.

D. Let's read the story on pages 35-40 to find out how one person arranged things in a grocery store because he thought people wanted them that way.

II. Discussion With Students

A. Did Ted like to help in the store? Why?

B. Could Mr. King do everything in the store himself?

C. How did Mr. King depend on Ted?

D. What was Ted's idea about arranging the food?

E. Are people likely to forget about "go-together" goods when they go shopping?

F. Do you think Ted's idea was a good one? How did Mr. King feel about it?

G. Of the food items mentioned in the story, what is an example of a "necessary" food.

H. What are some other pairs of food that go together?

I. How did the customers, Mr. King, and Ted all depend on each other in this story?

J. What are some ideas that Mr. King learned from Ted?

III. Related Activities

A. Ask students to make a list of grocery items and head them as meats, cereals, dairy, produce, etc. Then, pair other foods with each. Ask students: Why does it appear that the pairs are often from two different food groups? But, how are foods usually placed in a store, by groups or by "go-togethers."

B. Ask students to list the different kinds of jobs they see being done in a store. Draw pictures of several jobs and write captions about its importance.

C. Ask students to go along with their parents on a shopping trip and keep track of which things their parent selects first, second, third, etc.

D. Make a list of jobs that young people their ages can do with adults to assist them.

E. Ask each student to make lists of grocery items that are: a. Necessary foods b. Not necessary foods. Then ask them to number the foods in each group in the order they prefer to eat them. Then, ask: If you could only buy five of these foods which would you choose in the best interests of your diet and health.

IV. Evaluation of Lesson Objectives

A. Students should be able to tell about three or more things they like about working with adults.

B. Students should be able to give at least three reasons why foods are arranged in a store the way they are usually found.

C. Students should be able to tell why having a list of only the things you really need saves time and money in a store.

Stories: Taken from the unit People We'd Like To Know, pp. 44-59
"The School Fair"
"Kay"
"Kay's Book"
"A Balloon That Works"

Book: Seven Is Magic (6) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. understand that work is a dignified human activity that requires responsibilities from its participants.
2. understand that our society is dependent on the goods and services of others for our welfare and survival.
3. relate resources to needs and wants.
4. show how things we use for pleasure also have other more practical values.
5. recognize how compound words indicate the work done by persons.
6. recognize that certain jobs and services have special words that tell about such work.
7. use chronological order in arranging events.
8. select details related to character, setting, and events.
9. make generalizations and predictions while reading as an aid to comprehension.

Relationship of Story to the Objectives

This unit of stories must be dealt with as a series of related events for implementing the above objectives. The balloons sold at the school fair provoke the incidence of using balloons for carrying postcards. A girl receives a postcard and relates her father's occupation of lumberman; a weather forecaster asks his son to respond to another postcard by relating the practical use of weather balloons in forecasting weather.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Direct students to recall the last time they played with a balloon. What are some uses of balloons? What are some other ways messages are carried besides by telephone, radio, letters, etc.? (postcards).

B. Write such words as postcard, lumber, lumbermen, firemen, postman, weather, and weathermen on the chalkboard. Ask students to pronounce these words, identify the smaller word parts, then discuss what each whole word means.

C. Guide students' reading with these ideas.

1. What sort of work do some of the people in your family do?

2. Could you tell about some of the important things involved in your parents' jobs?

3. Where do we get wood for houses?

4. How does the person on the radio know what the weather is going to be?

Let's read about some "People We'd Like To Know" to find out how lumbermen and weathermen can help us.

Read pp. 48-59.

II. Discussion With Students

A. Why did the children attach the postcards to the balloons?

B. If the word postcard is made of the smaller words "post" and "card", which of the words below best describes the working person who delivered Kay's postcard to Anders School.

1. postal 2. post office 3. postman 4. carder

C. Ask the students in the class to recall each of the steps in cutting trees for lumber. After these are listed, ask someone to place them in the order Kay described them. (Later, make the same request about weather forecasting.

D. How do you think Kay thought about her father's job?

E. How were the tasks Kay described divided among the workers? Did one person do all the jobs?

F. What are several important uses of lumber?

G. How do we use the services of a weather forecaster?

H. What did you learn about weather balloons from Sandy's letter? What were some of the "instruments" Sandy wrote about?

I. What other uses are there for very large and small balloons?

J. Also refer to questions in the Teachers Guide, pages 96-98.

III. Related Activities

A. Discuss several jobs people do around school, the neighborhood, or that parents have that can be written about. Conduct this as an activity to:
1. List the responsibilities and events of the job;
2. If possible list the events of the job in a logical order of their occurrence.

B. On the basis of their interviews, have them each construct a job description booklet similar to Kay's.

C. Invite a person associated with the lumber industry or weather forecasting to come speak to your class.

D. Make a comparative list of qualities required in a good lumberman, and weatherman.

E. See "Supplementary Materials" TE p. 99, p. 105.

IV. Evaluation of Lesson Objectives

A. Each child will be able to name at least two tasks involved in lumbering, and weather forecasting.

B. Ask each child to name one way he/she depends on the lumber industry, and weather forecasting.

Story: Airmail
pages 67-71

Book: Seven Is Magic (6) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how we are dependent on the goods and services of others for their welfare and survival.

2. relate the resources of people around us to meet our needs and wants.

3. recognize that students and teachers are workers in a way that they have rights and responsibilities.

4. recognize how compound words are combined to define special terms related to persons' work.

5. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.

6. define a compound word by analyzing its parts.

7. select details related to character, setting,and events.

8. substantiate conclusions by citing supportive detail in the text.

9. interpret the main idea of a story by relating story details to the title.

Relationship of Story to the Objectives

"Airmail" as a title should be written as a connotative term, "air" mail. In this story an affable mailman characterizes the importance of helping a child with a physical disability. Some ideas are developed in the story concerning the job of mail services and how everyone depends on this service to help us carry on our work and responsibilities.

Suggested Teaching Procedure

I. Preparatory Remarks

A. Who brings the mail to your house?

B. How would you get your own mail if there was no mailman for your street?

C. When you put a letter in the mailbox, what happens to it? How does it reach it's destination?

D. What is the difference between airmail and regular mail? Which is faster? Why? Does one cost more?

E. Let's read this story to find out why Nan depends on Miss Green and Mr. Migs. (See "Leads to Motivation" TE p. 120)

Read pages 67-71.

II. Discussion With Students

A. How did Nan depend on Miss Green?

B. Why did Mr. Migs deliver Nan's mail differently from the other people's?

C. What did Mr. Migs catch for Nan that she couldn't have gotten by herself?

D. How did Nan and Mr. Migs feel about each other? Do you think it is possible for adults and children to be such good friends? Why?

E. What kind of "air" mail did the postcard arrive by? How is that way different from real airmail?

F. Why do you suppose Mr. Migs couldn't stay with Nan while she answered her postcard?

G. How does Nan live differently from you? How do you feel about children who can't do all the things most children can? If a person has to stay in a wheelchair all the time, should that change our friendship with the person?

III. Related Activities

A. See "Related Language Activities" TE p. 124.

B. See "Supplementary Materials" TE p. 124.

C. Invite a mailman to school to discuss his job.

D. Select a class pen pal. Write some regular mail notes and some airmail ones to him/her. Ask your pen pal to let you know which letters arrive more quickly, if any.

E. Create your own classroom post office and allow different children to be mail carriers. Discuss what qualifications the mail carrier should have and how he/she should deliver the mail.

IV. Evaluation of Lesson Objectives

A. Children will be able to discuss some of the responsibilities of good mailmen and good teachers.

B. List the following words on ditto. Be sure all students hear these words pronounced.

mail	mother	work	card
grand	box	ball	air
school	loon	post	man

Read the following sentences that define compound words that students will write using the list above. Tell students they will use some words more than once and some not at all.

Example: Write a word that means a person who is your mother's mother.

Ex. grandmother

1. Write a word that tells about the work you do at school.

2. Write the word that tells about a card you write on, put a stamp on it, and send in the mail.

3. Write the word that tells about the place you put mail.

4. Write the word that tells about mail that is sent by airplane.

5. Write the word that tells about the person who brings mail.

6. Write the word that tells about any person who does work of any kind.

Story: Sights of the City
pages 81-93

Book: Seven Is Magic (6)

Ginn

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. recognize how we depend on others for our welfare and survival.
2. recognize how having knowledge of time schedules and itinerary helps people plan their activities.
3. appreciate the importance of written and spoken advertisement.
4. understand the significance of idiomatic expression.
5. illustrate how signs and symbols encountered in daily life denote situations, places, events, and directions.
6. select details related to character, setting, and events.
7. follow directly-stated elements of a set of written directions.
8. use chronological order in arranging events.

Relationship of the Story to the Objectives

This story shows several different places of interest in a large city as a setting for a young man to observe many people working at several different jobs. The objectives of the story are carried out by following the main character's satisfaction of his curiosity about his city.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Why do you suppose people live so close together in cities? How do people in a city depend on one another?

B. What are some of the main parts of our city? (Elicit such places as rivers, road junctions, important buildings, etc.)

C. Can you think of some ways we could get to know our own city better, and to better know the people in it?

D. Are the many people living in a big city alike or different?

E. See "Leads to Motivation" TE p. 146.

II. Discussion With Students

A. What different places did Dan visit on his city tour?

B. What kinds of jobs did he see people doing?

C. Why do you suppose Dan was curious about what was in his city? Would you like to learn more about our city?

D. What was the tall man's job? Why didn't the man take Dan on the tour the first time he asked?

E. Who did Dan depend on to take him through the city? Could he have seen as much by himself?

F. Can you think of any way people in the city who don't know each other still help each other? Do you know your mailman? Your bus driver? Do they still help you?

G. What do you think Dan learned from his city tour?

H. Have you seen any places in your city like the places Dan saw on his tour? (museum, port operation, airport, etc.)

III. Related Activities

A. Chart: Places Dan Saw | Jobs Available There

B. Call upon several members of the class to dictate a list of the places Dan visited. Then have the class write a "sightseer's" speech advertising the sightseeing tour.

C. See "Supplementary Materials" TE p. 154.

D. Plan a "City Tour" with your class - offered by the Parks Department.

E. Draw a map of the city streets and indicate the places where Dan visited on his sightseeing trip.

IV. Evaluation of Lesson Objectives

Ask the children to draw a picture of a place in their city that they have seen which employs many people. Ask them to write at the bottom of their picture what they know about the place or how the people there help others.

Story: Snow
pages 95-99

Book: Seven Is Magic (6) Ginn

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
2. discuss the personal, social, economic reasons for work in our society.
3. recognize that in our society persons are dependent on the goods and services of others for their welfare and survival.
4. distinguish how snow can create work for most persons in a community and also be a source of pleasure for others.
5. select details related to character, setting, and events.
6. classify a statement as fact, inference, value judgment, or opinion.
7. predict future action in a story on the basis of previous action and characterization

Relationship of Story to the Objectives

Snow can indicate a fun-filled day for children, but at the same time hinder people trying to help others. This story shows how street workers and traffic policemen contend with the heavy snowfall, providing a service to people wanting to go to and from their homes, schools and businesses.

Suggested Teaching Procedures

I. Preparatory Remarks

A. What are some good things about snow? Can you think of any unpleasant results of snow?

B. What are some of the things that would happen to you if during the winter snow covered the streets?

C. Why is school sometimes cancelled after a heavy snowfall?

D. How do you think people feel when they can't travel around in the snow?

E. Let's read this story to find out what happens in a big city when there is a heavy snowfall.

II. Discussion With Students

A. See "Before Reading" and "After Reading" TE p. 161.

B. Where are the people trying to go? Why? Why don't they just stay home?

C. Who did the people in the cars depend on to help them get through the snow?

D. What would happen to the city if no one could get through the snow and on to work?

E. Think about each of these ideas, then tell me if you believe each is someone's 1. opinion, 2. something that is known and can be proven.
   a. Snow is bad because kids just get in snowball fights.
   b. People going to their jobs knew they would be late for work.
   c. The children liked to walk through the park in the snow.
   d. This story could not be about our city.

F. Why do you think the people were trying to get to work on time?

G. Does more snow fall in our city or high up in the mountains? How are mountain roads kept clear during the winter?

III. Related Activities

A. Discuss personal experiences with heavy snowfalls.

B. Write on the chalkboard children's ideas for different snow scenes - some that are pleasant, some that are not. Assign small groups to illustrate these captions.

IV. Evaluation of Lesson Objectives

A. Children should be able to state how winter snow makes working in the city difficult.

B. Children should know what kind of workers moves the snow.

C. Children should be able to name two results if roads are closed after a heavy snowfall.

Stories: Building A Road, pp. 156-159
Jeff's Mountain, pp. 160-164
A Longtime Wait, pp. 165-168
Over The Mountain, pp. 169-175

Book: Seven Is Magic (6) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. understand the personal, social, economic, (and political), reasons for work.
2. recognize the dependence on others for welfare and survival.
3. understand the relationship of resources (machines and skills) of others to meet ones needs and wants.
4. analyze how working conditions cause a change in a worker's plans for completing a job.
5. interpret the meaning of words that have multiple meanings.
6. distinguish between language that is intended to denote meaning and connote meaning.
7. distinguish main ideas from supporting details.
8. select details related to character, setting, and events.
9. classify concrete and representational objects and figures according to characteristic differences and similarities.
10. describe ways that events in a story may be related (in this story: categories, chronological events, contrasts, and cause and effect).

Relationship of Story to the Objectives

These stories show how workers plan roads, go through several steps in preparing the roadbed, then complete roads with several kinds of machinery. The stories identify the needs and desires of a boy that are satisfied by the construction of a road and revelation of places beyond his town.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Why do people want roads by their houses?

B. How would our school be different if there were no roads leading to it? How would you get here in the mornings?

C. How are roads different now from what they used to be? What do you think are some results of having good, hard roads?

D. Could one or two people build a road as quickly or as well as a whole working crew?

E. Who builds our roads for us? Where do you think the money comes from?

F. How long do you think it takes to build a road? What is a season? Which of these words are seasons? Spring Today Fall July Noon

Read pages 156-159
Read pages 160-175

II. Discussion With Students

A. Questions for "Building A Road"

1. See "After Reading" TE p. 244.

2. How many different kinds of jobs did different men do on this road?

3. What kinds of tools helped them?

4. What did the workers mean when they said, "We must plan a new road." Who did "plan" the road?

5. Which of these words tell about things the men did in planning the road?
   a. put stakes in ground
   b. drove rolling machines
   c. drew lines on paper
   d. walked on the mountain
   e. threw rocks

B. Questions for "The Other Side of the Mountain"

1. See "After Reading" bottom of page 250 TE

2. See "After Reading" bottom of page 251 TE

3. See "Discussion of Purposes" TE p. 252

4. See "Discussion of Purposes" TE p. 260

5. What did Jeff wish for? Why couldn't he have his wish?

6. There were probably many reasons for building this road over Jeff's mountain. What was Jeff's reason? Can you think of some other reasons that would be important to other people in the community?

7. How many seasons did the men work on the road?

8. What were the first three machines that Jeff saw working on the road? Why do those men and machines start first?

9. Why didn't the road builders work during the winter?

10. What season was it when-"There was a blaze of red and yellow leaves...."?

III. Related Activities

A. See "Related Language Activity" TE p. 245.

B. See "Supplementary Materials" TE p. 245.

C. See "Comprehension Activity" TE p. 246.

D. See "Creative Activity" TE p. 263.

E. Ask the children to relate personal experiences about traveling over good roads and bad roads. Bring out speed differences, comfort, etc.

F. Suggest a panel of cartoon drawings of figurative and non-figurative expressions.
   a. road bed
   b. rode the bed
   c. bed of roses
   d. bedroom
   e. bedrock
   f. bedroll

G. A miniature road could be built in the classroom with the aid of a sandbox (small), and some rocks. Work crews could be discussed and assigned tasks. Many of the necessary skills of working together would be directly experienced. Assign several people to make a "plan" for the road.

IV. Evaluation of Lesson Objectives

A. Children should be able to give personal reasons for needing roads.

B. Children should be able to state the basic steps in building a road.

C. See "Comprehension Activity" TE p. 247.

D. See "Comprehension Activity" TE p. 262.

E. Students should be able to identify machines used in roadbuilding.

Story: The Elves and the Shoemaker pages 192-201 Book: Seven Is Magic (6) Ginn

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Career and Consumer Education and Reading Skill Objectives

The student will be able to

1. recognize that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
2. recognize the personal, social, and economic (and political) reasons for work in our society.
3. identify the goods and services that others need or can supply for ones welfare and survival.
4. relate resources that are necessary in meeting needs and wants.
5. recognize how a person must use his experience and skills in making consumer decisions.
6. explain the relationship between supply and demand.
7. select details related to character, setting, and events.
8. describe ways that events in a story may be related (in this story: descriptions, chronological statements, cause and effect, inter-related functions).
9. interpret idiomatic phrases and connotive statements and descriptions.
10. draw inferences from a passage or story by relating to personal knowledge, experiences, and logical alternatives.

Relationship of the Story to the Objectives

This story shows a close group of imaginary characters helping to make shoes for a shoemaker, thereby providing money for the shoemaker to buy materials for making shoes for customers. Bartering is inferred in the story as a form of commerce.

Suggested Teaching Procedure

I. Preparatory Remarks

A. Have you ever wished for something that you knew you couldn't get by yourself? Did anyone help you achieve your wish?

B. Do you think that imaginary people like fairies and elves need to respect each other and work well together?

C. When you need money, where do you get it? Ever heard of the tooth fairy?

D. Where do you get your shoes? Where do you suppose people got their shoes a long time ago - way before shoe factories? Do you think they made them themselves?

E. What would you need before you could make your own shoes?

Let's read this story to find out how a man with an important job in the village got some unexpected help. Read pp. 192-201.

II. Discussion With Students

A. See questions in TE p. 295.

B. Why did the elves come to help the shoemaker and his wife? What was special about this little old man and this little old woman?

C. In what way did the elves have to work together to get so much accomplished in one night? Do you suppose they argued over whose turn it was to use the scissors?

D. What did the shoemaker say he needed first? How did the help the elves provide allow him to get the money?

E. Why did he need the money? To continue his business or just to spend?

F. What did the people in the town depend on the shoemaker for? Were he and his wife concerned about this responsibility?

G. Did the man and the elves ever pay money for the shoes and clothes they made for one another? What is this called when you help another and he helps you in return?

H. What if 10 people had come in the store the next day needing shoes? Could the shoemaker have provided them with what they needed right then?

I. What would have happened if only four people came in for shoes the next day? Would he have had as much money to buy leather for lots more shoes?

J. Why did the woman make the coats for the elves, and the man make the shoes? Why didn't they switch jobs?

III. Related Activities

A. Play a sequence game about making shoes. Have one child start out with what he considers the very first step in shoemaking. Have the next child follow the first's lead. Carry this sequence to production and distribution if possible.

B. Ask students to think about the things they would need to start a neighborhood business. How much money would be needed. How much of the work could be done by trading a service for a material thing? Consider ways the students might pursue the need for resources and capital and the cooperation of others to getting started in a business or job.

C. See "Related Language Activities" TE p. 298. However, add two additional elements to the role playing: 1. The children should discuss what qualities each character needs to work well in the story, and 2. add the role of the consumers.

D. The shoemaker said the shoes the elves made were fine shoes, "well-made". What is an example of things that are "well-made"? "Poorly-made"? Relate these examples to things the students buy and use that can be classified as to "quality" - good vs poor.

IV. Evaluation of Lesson Objectives

A. The children should be able to relate the two main components of this story: 1. people working well together, 2. demand and supply is based on customers needs and desires.

B. Students should show an understanding of how people exchange their skills and labor with one another. A person's labor can also be his capital.

Story: Johnny Appleseed
pages 108-114

Book: The Dog Next Door (7)

Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
2. explain how success in a person's work is dependent on satisfactory interpersonal relationships with fellow workers.
3. conclude that there are personal, social, economic and political reasons for work in our society.
4. explain that there are physical and psychological reasons for work and leisure activities.
5. recognize that natural and man-made resources can be related to ones needs and wants.
6. apply the relationship of supply and demand to understanding the success in certain kinds of work.
7. select information dealing with time, place, and culture.
8. locate examples of cause and effect in a reading selection.
9. use chronological order in arranging events.
10. extend inferences from a story in reaching logical conclusions about a person's motivation.

Relationship of Story to the Objectives

This story relates an old tale about Johnny Appleseed and his vocation for foresting the West with apple trees. Johnny's generally altruistic life goals are translated through his respect for settlers, Indians, and the animals.

Suggested Teaching Activities

I. Preparatory Remarks

A. Has anyone in the class heard the story of Johnny Appleseed?

B. It seems no matter where any of us visit in America we can expect to see some kind of apple tree growing. Anyone have any idea why this is so?

C. Have you ever helped someone without expecting anything in return? Why? Did it give you pleasure to help them?

D. Let's read "Johnny Appleseed" to find out what Johnny did for the people out West.

II. Discussion With Students

A. Why did Johnny gather apple seeds from the cider mill?

B. What did he do with the seeds?

C. Why did Johnny choose to plant seeds in the west? Did he know the people out west?

D. How do we know that Johnny made many friends on his travels? Why do you suppose they liked him so much? Why do you think Johnny had no fear of the animals he met?

E. Why do you suppose Johnny chose to spend so much time planting apple seeds?

F. How did Johnny's work change the west?

G. Johnny did not expect the people to know how to take care of the trees. Tell about the things he told them to do after the seeds were planted.

III. Related Activities

A. See "Related Language Activities" in Teachers Edition p. 187.

B. Remind the students that the seeds at the cider mill would have been wasted. Some things that are usually thrown away can be used in other ways. Make a list of some of these things.

C. Make a list of the kinds of qualities Johnny Appleseed must have had to do this kind of work.

D. Another point that could be brought out in discussion is work to achieve immediate results vs. work for long-term vs. long-range rewards. Johnny Appleseed was obviously not interested in short-term gratification.

IV. Evaluation of Lesson Objectives

A. Students should be able to relate what Johnny Appleseed did and why, and how the people out West depended on him. They should also be able to state a bit about how he went about accomplishing his task.

B. Students should be able to list at least one example of how a wasted material is used for a usable product or process.

Story: Puddlejumper
pages 124-135

Book: The Dog Next Door (7) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. explain the physical and emotional benefits of understanding and respecting self and others.

2. recognize that success in his career is dependent on satisfactory interpersonal relationships with employers, fellow workers,and customers.

3. recognize how a worker has to evaluate his aptitudes, interests, and abilities in exploring and choosing a career opportunity.

4. explain how a character in the story was aware of the needs and wants of people in the community.

5. translate the significance of a word label use in a connotive context of the story.

6. interpret details related to character, setting, and events.

7. extend a sequence of ideas and facts by providing additional related examples of his own as an aid to comprehension and retention.

8. describe ways that events in a story may be related; in this story: contrasts, cause and effect, interrelated functions.

Relationship of Story to the Objectives

This story deals with an evolutionary event in the life of a city, whereby a mode of transportation is undergoing change; behind these events the reader is provided a glimpse of corresponding events as they affect human beings and a personified trolley car.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Do we have buses or trolleys in our city?

B. Can someone tell how a trolley is different from buses?

C. Most trolleys use electricity to give them power. (Draw attention to the picture on p. 125.) Would trolleys that used electricity be better today than buses which use gasoline (diesel)?

D. Let's read the story (pp. 124-135) to find out what happens when the "Puddlejumper" is taken out of use in the city in the story.

II. Discussion With Students

A. See "After Reading" in Teachers Edition p. 206.

B. See "After Reading" in Teachers Edition p. 210.

C. Did Puddlejumper and Mr. Mopsey enjoy their work together? How did they feel about the people they helped?

D. How did the fathers and mothers and children of Pineville depend on Puddlejumper and Mr. Mopsey? Why was the trolley called a "puddlejumper"?

E. What choice was Mr. Mopsey given when Puddlejumper was retired?

F. Why do you suppose Mr. Mopsey chose not to drive the bus? How did Mr. Mopsey feel about Puddlejumper?

G. What did Mr. Mopsey decide to do instead of drive a bus? How did his new occupation still help people?

H. What did Mr. Mopsey need for his new idea? Why did he decide to use Puddlejumper for his building? Why did he clean and wash Puddlejumper?

I. What did Mr. Mopsey fix for people in his little restaurant? If he fixed lots of doughnuts, and lots of coffee, as the story says, do you suppose he had lots of customers?

J. Why would a small kitchen suit Mr. Mopsey's restaurant? What kinds of equipment would he need if all he served was coffee and doughnuts?

K. How would our streets be different if we had only trolleys in our city today?

L. What are the advantages of buses?

M. Does anyone know of a person who has changed from one kind of job to something completely different?

N. What was similar about Puddlejumper's new job compared to his job in transportation?

III. Related Activities

A. See "Discussion of Purposes" in Teachers Edition p. 212.

B. See "Supplementary Materials" in Teachers Edition p. 212.

C. Invite a bus driver in to talk to your class about how his job helps the city, necessary training and skills, etc.

D. Discuss with the children some of the reasons why someone might enjoy being a driver of a trolley car or bus.

E. Ask students to find out the cost of riding a bus in their city; cost of a taxi; cost of running the family car. They should report to the class what they find out.

IV. Evaluation of Lesson Objectives

A. Children should be able to infer why Mr. Mopsey chose to go into business with Puddlejumper instead of driving a bus. (Because they had been together for so long.)

B. Children should be able to state some similarities in their new job compared with that of trolley car and driver.

C. Children should be able to state two or three necessary skills for a person to be a trolley car driver. Which of these skills will be the same for a restaurant worker (owner, manager)?

Story: Lost and Found Department
pages 149-156

Book: The Dog Next Door (7) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. conclude what are the physical and emotional benefits of understanding and respecting self and others.
2. interpret that the reasons for success in a career (landlord) are dependent on satisfactory interpersonal relationships with employers and fellow workers (or clients in this story).
3. identify the considerations the people in the story had to make prior to making decisions.
4. conclude that the supply of places to live in their neighborhood was small compared to the demand.
5. define the word "litter" in the context of the story.
6. recall details of a story related to character, setting, and events.
7. distinguish a directly-stated main idea from directly-stated details.
8. organize the techniques which an advertiser might use to create favorable attitudes toward a product and persuade customers to buy.

Relationship of Story to Objectives

William wants very much to live with his family in a different apartment house. However, the landlady will not permit her tenants to have dogs because her renters wouldn't approve. William builds a case for his dog and is lucky enough to offer proof that his arguments are sound.

Suggested Teaching Procedures

I. Preparatory Remarks

A. See "Leads to Motivation" in the Teachers Edition, p. 241.

B. What is meant by the title of the story? How does such a service here at school work?

C. How many people have ever lived in an apartment house?

D. What reasons can anyone give for why a landlord would not permit pets, such as a dog, in the building.

E. Let's read this story to find out how William and Chips prove themselves to Mrs. Green.

Read pages 149-156.

II. Discussion With Students

A. See "After Reading" in Teachers Edition, p. 242

B. What are some reasons for tearing down old buildings? How does this cause a shortage of places to live?

C. How did William feel about Chips? Locate a sentence that tells what kind of "litter" his dog picked up.

D. Was William angry when he was told that no dogs were allowed in the apartment house? How did William feel? Did he seem to understand that policy rules must be respected?

E. Must renters in an apartment building obey these rules? Why? Why do owners and managers make these rules? Was Mrs. Green a good landlady?

F. What are some reasons for not allowing dogs in an apartment building?

G. How did William and Chips prove themselves to Mrs. Green? What made William's "sales pitch" a good one?

H. How did Mrs. Green depend on Chips and William?

I. What do you suppose would have happened to the handbag if Chips hadn't picked it up?

J. Do you think having a Lost and Found Department in a large apartment building is a good idea?

K. At this time which idea below do you think would be most likely to happen.

1. The Lost and Found Department was of no use to the renters.

2. The Lost and Found Department was of little use, but the people accepted the dog.

3. Chips did pick up the litter around the apartment house.

III. Related Activities

A. See "Discussion of Purposes" in Teachers Edition p. 245.

B. Have your class take over the school's Lost and Found for a certain period of time. Discuss in advance duties, qualifications, etc. associated with this task. Evaluate class performance at this job at the end of the time period.

C. Make a list of many apartment house rules. (Many of the children probably live in apartments.) Discuss whether or not they are helpful.

D. Write (or have students dictate) a speech you would give an adult (parents) to agree to letting you keep some unusual pet.

IV. Evaluation of Lesson Objectives

A. Children should be able to state how William and Chips helped people in their neighborhood.

B. Children should be able to state two reasons why it is important to have a good relationship with one's landlord.

Story: Red Tulips
pages 157-161

Book: The Dog Next Door (7) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. explain the physical and emotional benefits of understanding and respecting self and others throughout life.

2. acquire an understanding of how work can be a dignified human activity which gives rights to and requires responsibilities from its participants.

3. recall details related to character, setting and events.

4. relate supporting details to main idea statements in a paragraph or passage.

5. describe ways that events in a passage or story may be related; in this story: chronological statements, degree of importance, cause and effect.

6. restructure the inferences from a passage or story to relate to his own knowledge and experiences.

Relationship of Story to the Objectives

A young boy and his father raise tulips in an apartment house. When the older plants produce too many smaller bulbs, the boy shares them with other tenants. Henry's efforts to beautify the building are rewarded the following spring.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Are there flowers in front of your house or apartment? Who takes care of them? How do they help you?

B. Are there people anywhere who wouldn't see flowers unless people brought them to them? What about hospital patients?

C. Let's read this story to find out how Henry must have felt about his neighbors and what he did for them.

Read pp. 157-161.

II. Discussion with Students

A. See "Discussion of Purposes" TE p. 254.

B. How did Henry help his father? How did their planting beautify (help) the neighborhood?

C. How must Henry have felt about his neighbors? How do you know?

D. Would Henry's neighbors have had tulips in their apartments if he hadn't urged them to take the bulbs?

E. How do you think Henry's thoughtful sharing made his neighbors feel?

F. Have you ever given anyone a plant or some flowers? Why is this a nice thing to do for someone?

G. Locate in the story where we are given the idea that Henry and his father didn't raise tulips for money.

H. How did one plant provide bulbs for several other new plants?

III. Related Activities

A. Plant some tulips in your classroom. Assign different students to their care. Share them with the other classes if they bloom!

B. Ask the students to write a list of things they might do for other people. Are any of these things such that you would have to "sell" them on the idea of your sharing.

IV. Evaluation of Lesson Objectives

A. Students will be able to explain why Henry and his father helped the people in the apartment building.

B. Students will be able to use the example of the tulip plant to show how a good product will provide more of its kind by subdividing it or using the profits of one to buy others.

Story: Mystery of the Suitcase pages 80-87 Book: How It Is Nowadays (8) Ginn

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others through out life.
2. conclude that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
3. recognize that people in society are dependent on the goods and services of others for their welfare and survival.
4. differentiate the physical and psychological reasons for work and leisure activities
5. recognize the relationship between skills and training and productivity.
6. acquire an understanding of quotation marks around expressions as an aid to interpreting idiomatic language.
7. select details related to character, setting and events.
8. distinguish a main idea from supporting details.
9. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
10. predict future on the basis of previous action and characterization.

Relationship of Story to the Objectives

This story depicts the concern of a young man for an elderly lady and what appears to be some secretive activity. His interest is piqued by a large suitcase that the elderly Mrs. Emory carries on her weekend travels. The mystery begins to unravel when he discovers her rendezvous is at a hospital where she was previously employed.

Suggested Teaching Procedures

I. Preparatory Remarks

A. See "Leads to Motivation" in Teachers Edition p. 113.

B. See "Purpose for Reading" in Teachers Edition p. 113.

C. Let's read this story to learn what Mrs. Emory does, how she does it, and why.

Read pages 80-87.

II. Discussion With Students

A. How had Charles and Mrs. Emory become friends? How did Charles help Mrs. Emory?

B. How did Mrs. Emory show she was concerned about Charles?

C. What do you think she meant when she said "I don't aim to be beholden."

D. How must Charles have felt about Mrs. Emory to be so concerned about her when she was late?

E. What had been Mrs. Emory's previous job?

F. What did she continue to do for children in the hospital? Why?

G. Where did Mrs. Emory go when she needed a rest? Why? Why did they allow her to check in whenever she needed to? Do you suppose she was really sick?

H. What kind of relationship must Mrs. Emory have had with the other hospital workers? What tells you so?

I. Why did Mrs. Emory bake cookies every day? Why do you suppose those children in the hospital meant so much to her?

J. Why did Charles carry Mrs. Emory's suitcase for her every Saturday? Why didn't Charles ever ask her what was in it?

K. Did the people at the hospital depend on Mrs. Emory to come every Saturday? How did Mrs. Emory depend on Charles?

L. Why do you think Mrs. Emory needed a rest in the hospital every now and then? Did Charles understand why she needed to rest?

M. What kinds of things make you tired? Do you need a rest after a day at school? Do your parents rest for a while after they get off work? Why don't we all just go to school and/or work seven days a week instead of five?

N. How did the policeman say Mrs. Emory would feel when she returned home? Why would she be so lively?

O. What kinds of things are necessary to make cookies? brownies? What did Mrs. Emory bring home in her suitcase each Saturday?

P. Where do you suppose Mrs. Emory learned to bake such good cookies? Did she learn at the hospital where she used to work?

Q. Even though she was no longer working at the hospital, how was her home activity similar to her hospital work?

R. Do you think Mrs. Emory only baked cookies at the hospital?

III. Related Activities

A. Discuss with children some of their own personal experiences with hospitals. Bring out the kinds of workers in hospitals. Ask how the cooks help hospital patients even without seeing or meeting them.

B. Discuss sequential steps in making cookies. Planning, marketing, measuring, etc.

C. Bake some cookies in your class! Evaluate class participation in all phases including clean-up. Perhaps share the cookies with a nearby hospital or convalescent home. Discuss the reasons for doing this.

IV. Evaluation of Lesson Objectives

A. See "Comprehension Activity 1 and 2" in Teachers Edition pages 118 and 119.

B. Children should be able to state why Mrs. Emory baked cookies for children instead of doing some other form of hospital service.

C. Students should be able to cite other ways that elderly persons help people after they have retired from a regular job.

Story: You Can Depend On Bill pages 88-93 Book: How It Is Nowadays (8) Ginn

Script No. 1*

Career Education* and Reading Skill Objectives

The students will be able to:

1. explain how success in a person's career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
2. identify how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
3. recognize that every career (job) has entry, performance, physical, attitudinal and educational requirements.
4. differentiate the consumer skills needed in making decisions concerned with buying goods and services.
5. recall details related to character, setting and events.
6. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
7. relate the title of a story to determining main ideas of a story.
8. locate and explain examples of cause and effect in a reading selection.

Relationship of Story to the Objectives

This story develops a theme of interdependence among several owners of small shop businesses and an errand boy. The reliability and capabilities of one another are shown as paramount to a smooth working relationship among the characters in the story.

Suggested Teaching Procedures

I. Preparatory Remarks

A. See "Leads to Motivation" in Teachers Edition page 122.

B. Ask the children to look at the picture of the city block on page 88 and note the different kinds of shops. Encourage speculation as to why the two end shops are colored in.

C. Let's read this story to learn who depended on Bill and why.

Read pages 88-93.

II. Discussion With Students

A. Do you think this story has a good title? Why or why not? Suggestions for other titles. Who all depended on Bill?

B. How did Bill feel about Bonny? How do you know? What did Bill do to help both Bonny and Mr. Lester?

C. What did Miss Ada say about the work that Bill had done for her?

D. What kinds of skills would a good errand boy have to have? What should a person who runs errands be able to do?

E. Why did Bill and Bonny work?

F. Why did Miss Ada make a dress for Bonny? Why do you suppose Bonny wanted to pay for it?

G. What did Bonny do for her father every day after school? Why did it need to be done every day? Is this why Mr. Lester wanted Bonny to hurry home?

H. Tell how the four characters in the story depended on each other.

III. Related Activities

A. See "Discussion of Purposes" in Teachers Edition page 125.

B. See "Related Language Activities" in Teachers Edition page 125.

C. See "Creative Activity 1 and 2" in Teachers Edition page 129.

IV. Evaluation of Lesson Objectives

A. Students should be able to recall each of the jobs a person who does errand work must be able to do.

B. Students should be able to tell how the person who does errand work affects the jobs of other people.

Story: You Can Depend on Bill pages 88-93 Book: How It Is Nowadays (8) Ginn

Script No. 2*

Consumer Education* and Reading Skill Objectives

The students will be able to:

1. recognize how ones resources must be related to personal needs and desires.
2. identify personal skills needed by persons in making decisions to buy.
3. recognize a system for producing and distributing goods and services.
4. recognize the relationship between skills training and productivity.
5. recall details related to character, setting and events.
6. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
7. distinguish a main idea from supporting details.
8. restate directly stated elements of a set of written directions.
9. classify elements of a story according to commonalities of subject, time, place, class, and categories.

Relationship of Story to the Objectives

This story depicts a child's desire for a thing of great value to her that is beyond her personal means to acquire. Bill, an errand boy for the dress shop, helps the young girl solve her problem concerning the desire for a dress, which she cannot afford.

Suggested Teaching Procedure

I. Preparatory Remarks

A. Have you ever wished for something you couldn't have? Did you really need it or did you just want it?

B. What's the difference between really needing something and just wanting it? Can you give some examples?

C. Review the main points of the story.

D. Let's read the story again, this time to learn what Bonny wanted.

Read pages 88-93.

II. Discussion With Students

A. Why couldn't Bonny have the dress that she wanted?

B. How did Bonny earn her money? Did she save it or spend it? Why was she saving it?

C. Would she ever have enough money to buy one of Miss Ada's dresses?

D. Did Bonny think about the reasons she couldn't have one of Miss Ada's dresses? Did she seem to realize that there were no children's sizes there, or how expensive they all were? Why do you think so?

E. How could Bonny have better planned a dress purchase? What things would she need to consider?

F. What kinds of tasks are involved in shoe repair? Describe what you think Mr. Lester's shop would look like.

G. What kinds of skills does a dress shop owner need to have? Do all dress shop owners need to know how to sew as well as Miss Ada?

H. Describe what you think Miss Ada's dress shop looked like.

I. How long did it take Miss Ada to make Bonny's dress? How long did it take Mr. Lester to repair Miss Ada's shoes? Why do you suppose they were able to accomplish these tasks so quickly?

J. What do you think Bonny learned from having this wish come true? Do you think there was really enough money in her jar to pay for the dress?

III. Related Activities

A. Draw a picture of the inside of a shoe repair shop or a dress shop. Tell what is happening in each picture.

B. Ask different children to visit a shoe repair or a dress shop and talk to the people there. Interview sheets of your own design could be duplicated. Ask them to bring the information back to class.

C. Each child could also interview his/her own parents about their jobs and share this information with the class.

D. Chart:

Things I HAVE to Have	Things I'd Like to Have
food, shelter, etc.	

IV. Evaluation of Lesson Objectives

Children should be able to state the difference between needs and desires. Students should be able to state three-step directions for telling about somethin they know how to do. Stress the need for their awareness of the order of these events.

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic, and political reasons for work.

CA 2 C Dependence on others for welfare and survival.

CON 1 A Resources related to needs and desires.

CON 2 A Production and distribution of goods and services.

CON 2 B Relationship of supply and demand.

Relationship of the Story to the Objectives

This story shows the thoughts, relationships, and desires of Bert, the protagonist, as his brithday approaches. The above goals are developed through the thought processes of Bert, who wishes for a bicycle, as his birthday approaches. These goals are further developed by depicting a positive friendship with another boy.

Suggested Teaching Procedures

A. Motivation and Background

1. Why do your parents buy you gifts on special occasions? What kinds of things can you do for your parents to thank them?

2. Do any of you do chores around the house? What are some of the reasons for doing this?

3. See "Leads to Motivation" TE p. 196

4. See "Purpose for Reading" TE p. 196

Read pages 145-152

B. Follow Up Questions

1. What are some ways that Bert helped his mother in the story? What are some other possible ways a 7-year old can help his parents?

2. What did Bert's mother say to him after he hleped her move a heavy box in the garage? Why is it important to say "thank you" when someone helps you?

3. Why did mother need Bert's help? Why did Bert enjoy helping his mother? What were they trying to do in the garage?

4. Whose belongings were piling up in the garage? Why did Bert let them stay there?

5. What are some other ways people in a family can help each other?

6. How did Bert feel about his scooter? Why did he feel he couldn't have both his scooter and a new bicycle?

7. Why did Bert want a bicycle for his birthday? Did he <u>need</u> it or want it?

8. What was Bert's father's job? How did his father use his professional training on Bert's birthday? Why not buy a birthday card?

9. Why do you suppose Bert's parents bought a second hand bike?

10. What are some reasons for choosing to buy a used article instead of a new one?

11. Why did Bert give his scooter away?

12. See "Discussion of Purposes" TE p. 200

<u>Related Activities</u>

1. Have each child make an individual list of ways he thinks his parents depend on him.

2. Discuss the training and requirements of a cartoonist. Bring in some cartoons from a Sunday paper. Discuss cartoonist work in animated films.

3. See "Related Language Activities" TE p. 200

<u>Evaluation of Lesson Objectives</u>

1. See "Comprehension Activity 1" TE p. 202

2. Have children make a list of the four story characters in "The Scooter". Beside each name list two ways that person depended on or benefitted from someone else in the story.

3. Make some kind of list with personal family members.

Story: Charlie, The Tramp Book: How It Is Nowadays (8) Ginn
pages 265-299

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic, and political reasons for work.

CA 2 B Work a dignified activity with rights and responsibilities.

CA 2 C Dependence on others for welfare and survival.

CA 3 A Knows physical and psychological reasons for work and leisure balance.

Relationship of the Story to the Objectives

This story reveals a young beaver initially rebelling against all the hard work beavers must do, and finally coming by these responsibilities on his own terms. This story develops the above goals by telling the tale of Charlie, a young beaver, who only wants to be a tramp. However, as Charlie tramps around, he discovers he's doing a lot of work anyway, and he eventually succumbs to his natural instincts to build dams.

Suggested Teaching Procedures

A. Motivation and Background

1. What are beavers? What kinds of work do they do? Does it sound like hard work?

2. Why (or why not) would you like to be a beaver?

3. Why do beavers build dams?

4. Read and discuss the poem "Paddy the Beaver" p. 350 TE.

B. Follow Up Questions

1. How did Charlie's family initially feel about his intentions to be a tramp?

2. How must they have felt about Charlie to let him go ahead and try tramping? Did they trust him?

3. How did Charlie eventually prove his worth as a beaver to them?

4. How did mother, father, and grandfather know the new pond was Charlie's? How would Zeb Beaver's or Harry Beaver's ponds have been different?

5. What does this tell you about people's work, and how we can often recognize who did it, or what kind of person did it, just by looking at what kind of job was done.

6. Why did Charlie want to be a tramp?

7. Was his idea of a tramp just what he thought iw would be?

8. Why did Charlie do "odd jobs" while he was tramping?

9. How did Charlie continue to depend on his parents while he was tramping?

10. Read the work Charlie's father described on p. 272. Why did these jobs need to be done?

11. As a tramp, what kinds of things did Charlie do after he had finished working for his meals?

12. What would have happened if Charlie had tried to only "have a good time" <u>all</u> the time?

13. Why did Charlie eventually build a dam? How did he feel about it when he was finished? Did he enjoy working on it?

14. Did Charlie's family think he had done a good job? How do we know?

15. How do you feel when you do a good job? How do you feel when you don't try your best?

16. Did Charlie <u>work</u> all the time, or <u>play</u> all the time, or did he do both?

17. What are some reasons why we don't have school seven days a week? What would happen if no one had to go to school?

<u>Related Activities</u>

1. Discuss requirements of story authors and illustrators using information on TE p. 350.

2. Role-play different scenes which portray each CA goal for this story. Discuss goal after portrayal.

3. Assign research into work beavers do and why.

<u>Evaluation of Lesson Objectives</u>

Children should be able to state how and why Charlie changed his mind about the work a beaver must do.

Story: Shoeshine Boy pages 8-20 Book: With Skies and Wings (9) Ginn

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic, and political reasons for work.

CA 2 B Work, a dignified activity with rights and responsibility.

CA 2 C Dependence on others for welfare and survival.

CA 3 A Knows physical and psychological reasons for work and leisure balance.

CON 1 A Resources related to needs and desires.

CON 1 B Personal skills in making decisions to buy.

CON 2 A Production and distribution of goods and services.

CON 2 B Relationship of supply and demand.

Relationship of the Story to the Objectives

This story shows the decisions, preparation, and performance of a young boy in a large city as he attempts to earn money.
The above goals are developed by depicting the efforts of Teddy, a young New York City boy, as he learns to become a proficient shoeshine person. He must purchase the correct materials to initiate his business, as well as figure out an idea to keep it going during a slump.

Suggested Teaching Procedures

A. Motivation and Background

1. Where do some of you get your spending money? Why do you need any money?

2. What would you do if your parents were unable or unwilling to give you any spending money?

3. What are some jobs that you have had to earn money?

4. Name several different jobs that a boy living in a big city could do to earn money.

5. Have you ever seen a shoeshine person at work? What are some of the tools he was using?

See "Purposes for Reading" TE p. 34 Read pages 8-20

B. Follow Up Questions

1. See "After Reading" suggestions for questions throughout story in TE pages 35-41.

2. Why did Teddy need money? Why do you suppose his mother was unable to give him all he needed?

3. Why did Teddy look for a job? Why couldn't he get a job at the tailor shop or the hardware store? Was this a fair reason for the employer not hiring him?

4. What were the materials Roy told Teddy that were necessary to buy to become a shoeshine person?

5. What are the steps in setting up your own shoeshine business? How did Teddy do it?

6. How did Teddy learn about the exact process of shining a shoe?

7. What was the first obstacle Teddy ran up against in setting up his own buisness? (no money to set up) How did his brother George help him solve this problem? What were the terms of the loan?

8. How did the shoeshine boys at the library first receive Teddy? Why? Why weren't people stopping at Teddy for a shoeshine? How did Teddy feel about this?

9. What happened to give Teddy his successful idea? What would have happened if Teddy had not walked by the supermarket? Do you think he would have come up with an idea to keep his business going?

10. Why was shining children's shoes so successful for Teddy? (originality) Were there any other shoeshine boys at the supermarket?

11. Would Teddy have been as successful if there were other shoeshine boys already set up at the supermarket? Why or why not?

12. What was the first thing Teddy had to do with the money he earned? Then what did he do with the rest of it?

13. What was different about Teddy's second summer as a shoeshine person?

14. Why did Teddy feel he should return to the supermarket?

15. Who were the people that helped Teddy get started in his business? How did Teddy depend on them?

16. What kinds of things do you think Teddy would do when he was finished with work each day? If it were your shoeshine buiness, how would you decide <u>when</u> to work?

17. See "Discussion of Purposes" and "Purposeful Rereading" TE p.41

Related Activities

1. See "Related Language Activities" TE p. 41.

2. Make a list of everything Teddy had to buy to set up his business. Price each item from a catalog or newspaper and total his original investment. Decide how much he should have charged for each shoeshine, and figure out how long it would have taken him, at two different prices, to realize his investment. Discuss whether or not it is a good idea to charge a high fee for each shoeshine.

3. Make a list of the personal qualifications a good shoeshine person should have.

4. Discuss how a shoeshine boy would decide when to work. When he felt like it? On Saturdays when people were at home? Would Saturday be a good day for business at the market? In the morning, afternoon, or all day?

5. Allow a small group, or perhaps the whole class, to set up a small shoeshine business in the classroom. Capital could be borrowed from a school or PTA fund. The children should reconstruct the steps in setting up the business from knowledge gained in the story. The project should continue at least until the loan was paid back - discuss reasons for this.

Evaluation of Lesson Objectives

1. Children should be able to state reasons for a child wanting to work.

2. Children should be able to state why we often need others to help us get started.

3. Children should be able to state at least three reasons why Teddy's business was so successful.

4. Ask children to imagine a way they could earn money. Have them plan this out on paper - listing materials needed, personal requirements, etc. Ask them to hypothesize financial and personal rewards.

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

Relationship of the Story to the Objectives

This story briefly includes how fishermen rely on each other. This story develops the above goals by revealing the importance of both the young fisherman who actually catch the fish, and an older retired fisherman who stays on shore and mends the nets.

Suggested Teaching Procedures

1. Ask the children what they know about the fishing industry.

2. Do you suppose one fisherman could do all the work himself? How would you guess fishermen need each other?

   After the story is read, ask the children to re-read page 64 to learn how the fishermen in this story must have felt about each other.

A. Follow Up Questions

   1. How did Centauree's father and Yan's father work together?

   2. How must workers feel about each other in order to work closely together?

   3. What was Yan's grandfather's job?

   4. How did the younger fishermen rely on him?

   5. Why would an old person still want to work, and be productive?

   6. Do you think anybody likes to have absolutely nothing to do? Do you?

Related Activities

1. Make a list of jobs where it is important that people work closely and well together. This could include almost any job the children could think of. Discuss why the children think this is so in each case.

Evaluation of Lesson Objectives

Ask the children to imagine the older and younger fishermen working together and to draw this scene.

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

Relationship of the Story to the Objectives

In this story, members of a Moroccan family make an effort to lighten the overall workload in the fields. This story develops the above goals by showing how Omar, a young Moroccan boy, combines his love for animals with his concern for his father's heavy workload.

Suggested Teaching Procedures

A. Motivation and Background

1. See "Leads to Motivation" TE p. 111.
2. How many of you think your parents work pretty hard?
3. How many of you have ever figured out a way to help your parents with their work?
4. Let's read this story to find out how Omar comes up with a new idea to help his father - Read pages 74-88.

B. Follow Up Questions

1. See "After Reading" questions TE pages 111, 115, 116, and 117.
2. Why do you suppose Selim's father was so patient with him? Do you think Selim would have continued to try different ideas if his father had discouraged him?
3. What was Selim concerned about? Why did he worry about how much work his father was doing?
4. What was Selim's idea?
5. How was Selim helping his father at the beginning of the story?
6. How did Selim eventually help his father even more?
7. How many attempts did Selim make before he came up with just the right idea? Why is it a good idea to keep trying?
8. How did Selim feel about his animals? What parts in the story let you know?
9. Was Selim's father happy about the new method of plowing? How do we know?

Related Activities

1. Ask the children to tell about a time they came up with a new idea which helped someone? Ask if their ideas were readily accepted.

2. See "Discussion of Purposes" TE p. 119

3. See "Purposeful Reading" TE p. 119

4. See "Related Language Activities" TE p. 119

Evaluation of Lesson Objectives

The children should be able to state how the good relationship evident between Selim and his father contributed to the development of the new method of plowing.

Career and Consumer Education and Reading Skill Objectives

Goals

CON 1 A Resources related to needs and desires.

CON 2 C Relationship of skills training and productivity.

Relationship of the Story to the Objectives

In this story a young boy learns an important consumer lesson during his first experience eating out alone. This story shows what happens to Charley, a young boy, when he forgets his lunch box and decides to eat lunch at an expensive hotel.

Suggested Teaching Procedures

A. Motivation and Background

1. Ask the children to describe some of their experiences eating in restaurants.

2. How can you tell whether or not the restaurant you are in is an expensive one?

3. Have any of you ever eaten in a restaurant all by yourself?

4. Have any of you ever forgotten your lunch?

5. Let's read this story to find out what Charley decides to do when he leaves his lunch at home. Read pages 123-134

B. Follow Up Questions

1. Why did Charley decide to go to the King Charles Hotel for lunch? Do you think it was a good decision?

2. Did Charley have to eat lunch or could he have skipped it? Have you ever skipped lunch?

3. Would you rather skip lunch, or spend your last dollar on it?

4. Is it important to eat healthy, regular meals? Is it necessary to spend lots of money on them?

5. Which is less expensive, bringing your lunch to school, eating hot lunch at school, or eating out? If you had your choice, which would you choose and why?

6. How much money did Charley have? Was that enough to eat at the King Charles?

7. What kind of lunch did Charley order? Was he aware of how much it was going to cost?

8. How could Charley have kept within his $1.00 budget?

9. Who "saved the day" for Charley? How?

10. What do you think would have happened if Charley's father had not been there? How could Charley have paid the bill?

11. How did Charley's father say he could pay him back?

12. What are some things Charley learned from this experience?

Related Activities

1. Bring in some menus from different restaurants. Ask the children to choose what they would eat for lunch, and total the cost. Have them determine whether or not they could pay for this themselves.

2. Using these menus, have the children choose different items totalling under a pre-arranged dollar amount for lunch, or for dinner. Discuss how this process can prevent an embarrassing situation.

3. Ask the children to list foods that are important to eat, and foods that are only pleasurable to eat (like cake). Discuss how they choose among these foods.

Evaluation of Lesson Objectives

Ask the children to put themselves in Charley's position, and then rewrite the story telling what they would do in that situation. Be sure to ask them to include the reasons behind their hypothetrical behavior.

Story: Space Monkey pages 139-146 Book: With Skies and Wings (9) Ginn

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Career and Consumer Education and Reading Skill Objectives

Goals

CA 2 B Work, a dignified activity with rights and responsibilities.

CA 2 C Dependence on others for welfare and survival.

Relationship of the Story to the Objectives

This story shows scientists involved in specialized decisions during early preparations for manned space flight.
This story develops the above goals by showing how scientists select, trail, and care for the small monkeys used in the earliest space flights.

Suggested Teaching Procedure

A. Motivation and Background

1. Ask the children about their knowledge of early space travel.

2. Do you think we sent humans into space first, or would that be too dangerous.

3. Would the scientists have any way of knowing what would happen to the humans in space?

4. Let's read this story to find out about the animals used in the earliest space flights. Read pages 139-146

B. Follow Up Questions

1. Why did the scientists send animals up before humans?

2. What was Mr. West's job? What would you guess some of his responsibilities to be?

3. What kind of scientists do you think were involved in selecting the monkeys?

4. What did the monkeys have to learn how to do?

5. How would the doctors know what happened to the monkey's body while it was in space?

6. How did the scientists create a safe environment for the monkeys? Why is this important?

7. How did the doctors know TLC could withstand the rigors of space?

8. Why do you suppose monkeys were chosen instead of another kind of animal?

9. Was the space flight with Able and Baker successful?

10. Would men have been sent into space if something had happened to Able and Baker?

Related Activities

1. See "Related Language Activities" TE p. 183.

2. Discuss with the children how animals teach us many things about ourselves. Ask for some examples they can think of.

Evaluation of Lesson Objectives

Children should be able to state how human space flight would not have occurred without the prior successful use of these animals in space. In other words, how man's welfare in space depended upon the the monkeys.

Story: America's First Astronauts pages 148-164 Book: With Skies and Wings (9) Ginn

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Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic, and political reasons for work.

CA 2 B Work, a dignified activity with rights and responsibilities.

Relationship of the Story to the Objectives

This story reveals the interpendence of the astronauts training and work as it describes the first three manned space flights. This story develops the above goals by showing how all the astronauts were involved with each flight, even when they were not manning the spacecraft.

Suggested Teaching Procedures

A. Motivation and Background

1. Give children some of our early space history based on "Background for the Teacher" TE p. 188-189.

2. See "Leads to Motivation" and "Purposes for Reading" TE p. 190.

3. After telling the children that the seven astronauts had trained together for two years, ask them whether or not they think the men had developed a close association.

4. Do you think the astronauts helped each other while they were taking turns with the actual flights?

5. Let's read this story to learn how the astronauts helped each other. Read pages 148-164.

B. Follow Up Questions

1. See "After Reading" TE p. 191.

2. How long had the astronauts been training before the flights began?

3. Why do you suppose the training lasted so long?

4. What did the other astronauts do during the first space flight manned by Alan B. Shepard?

5. What would have happened if Shepard had been sick? Why did they have a back-up man?

6. Who rode with Shepard to the launching pad? Why?

7. Do you suppose it took lots of people to prepare the spacecraft and launching pad for the flight? What other kinds of workers would you guess were involved?

8. What did John Glenn do before Alan Shepard's flight? Why did this make Shepard feel good?

9. What was Shepard's most important responsibility during the space flight? What were some other things Shepard did during the flight?

10. What happened to Virgil Grissom at the end of his flight? How did he depend on the helicopter pilots?

11. To prepare for John Glenn's flight to orbit the earth, the help of many workers at Cape Canaveral was required. Why do you suppose so many people worked on the Atlas rocket?

12. What signal did John Glenn see from Australia? How do you suppose it made him feel?

13. How did Glenn depend on the people in the training station? What were they able to tell him about his heat shield?

14. How did the astronauts feel about each other? How do we know this?

15. What kind of people did the astronauts need to be? Why did they want to help with space exploration?

16. How do you suppose each astronaut felt after landing safely?

17. Why were the astronauts jobs so important to all of us?

Related Activities

1. See "Purposeful Rereading" TE p. 199

2. See "Related Language Activities" TE p. 199

3. See "Creative Activity" TE p. 202

4. List personal qualifications the children think astronauts would need to have.

Evaluation of Lesson Objectives

1. Children should be able to state some of the responsibilities of the astronauts.

2. Children should be able to state how the astronauts worked together throughout each flight.

3. See Comprehension Activity 1 TE p. 200

4. See Comprehension Activity TE p. 202

APPENDIX A

SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

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SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

The following lists of audio-visual media have been reviewed by primary teachers as having pertinence to the goals of career and consumer education. Annotated descriptions of each item listed can be found in District No. I audio visual catalogs. There has been no attempt made to reference these media to particular stories; such correspondence was found to be unrealistic when such matchings were attempted by the media committee. The teacher who is interested in extending goals embedded in certain story content should make the judgment about the use of the audio visual media.

FILMS

African Girl - Malobi
Airplane Trip By Jet
Airplanes: A First Film
Airplanes Work For Us
Airport in the Jet Age
Airport in the Jet Age, A
Alexander Has a Good Day
All the Differences in the World
Allen is My Brother
Andy's Animal Alphabet
Appreciating Our Parents
Arabian Children
Arctic Fishermen in World Trade
Arithmetic in the Food Store
Bakery Beat
Bananas - Gold From the Tropics
Basic Ecology: What Ecologists Do
Be Your Own Traffic Policeman
Beginning Responsibility: Using Money Wisely
Behind the Scenes at the Supermarket
Big Bakery
Big, Big Harbor
The Big Dinner Table
The Blue Dashiki: Jeffrey and His City Neighbors
Boat Trip
Boats and Ships
Boats, Motors, and People
A Book Is to Care For
Boomsville
Boy and the Mountains
Bread
Busy Harbor
Circus Animals
Circus Day
Cities and Commerce: Where We Get Our Goods and Services
Cities and Communication: Keeping the Community Informed
Cities and Geography: Where People Live
Cities and Government: Governing Our Local Community

Cities and History: Changing the City
Cities and Manufacturing: Where We Make Things
Cities and Protection: Protecting Lives and Property
Cities and Recreation: Places We Play
Cities and Shopping: Where We Get Our Food
Cities and Suburbs: The Metropolitan Area
Cities and Transportation: Moving People and Goods
Cities and Utilities: Our Public Utility System
Cities Are Different and Alike
City Bus Driver
The City Changes
City Highways
Clothing: A Pair of Blue Jeans
Communities Depend on Each Other
A Community Keeps House
Conservation: For the First Time
Crab Fisherman
The Crying Red Giant
Dairy Farm Today
Discovering Mood in Music (music composer)
Division of Labor: Making the Things We Need
The Doctor
Duke Thomas, Mailman
Economics - It's Elementary
Economics - Newspaper Boy
Economics: The Credit Card
Economics: Workers Who Build Houses
Eggs to Chickens
Eskimo River Village
Eskimos (Winter in Western Alaska)
Evan's Corner
Everyone Helps in a Community
Fall is Here
Families
Families and Jobs: Risa Earns Her Dime
Families and Learning: Everyone's A Teacher
Families and Shelters: A House For the Hernandez
Families are Different and Alike
Family Life in India: Ten of Us
Family Life in Japan: Remember, I'm Me
Family of the Island: Her name is Wasamatha
Family of the River: The River, My Home
The Farm Community
Farm Family in Autumn
Farm Family in Spring
Farm Family in Summer
Farm Family in Winter
Fathers Go Away to Work
A Field Becomes a Town
Finding Information (Expert on bird love)
Fire Boat
Fireboat....Ready For a Run
Fireman 2nd ed.

Fisherman's Boy
Food From the Sea
Food Store 2nded
Food: The Story of a Peanut Butter Sandwich
Foods From Grains
Fred Meets a Bank
Freight Train
From Our Forests
Fun of Making Friends
Good Citizens
The Great Country
Greek Children
The Harbor
Health in Our Community
Healthy Families (Zoo doctor)
Healthy Teeth, Happy Smile
Here Comes the Circus
Highway Builders
Home For Butch
The Hospital
How is Clothing Made: The Story of Mass Production
How the First Letter Was Written
If You Could See the Earth
I'm No Fool With Fire
Jan, Boy of the Netherlands
Jobs in the City: Construction
Jobs in the City: Distribution
Jobs in the City: Services
Jobs in the City: Women at Work
Johnny Appleseed: A Legend of Frontier Life
Judy Learns About Milk
Kim Visits the Netherlands
L.A.53: The Story of a Train
Learning About Fruits We Eat
The Lemonade Stand: What's Fair?
Let's Build a House
Let's See: Hands Grow Up
Let's Visit a Shopping Center
Let's Visit a Tree Farm
Letter to Grandmother 2nd ed.
Litterbug
The Little Airplane That Grew
Little Engine That Could
Little Garden
Little Red Hen
Little Smokey
Little Train
Little Tug That Tried
The Long Haul Men
Lumberyard
Machines That Move Earth
Magic Book
The Mailman
Making Cotton Clothing

Man Uses and Changes the Land
Our Friend the Policeman
Our Land Needs Your Help
Our Post Office
Our Productive Resources
Our Round Earth: Its Land (Conservation)
Our Round Earth: What It's Like
Paddle to the Sea
The Passenger Train 2nd ed.
People Who Work in Factories
People Who Work in Offices
People Who Work in Stores
Pier 73
Pioneer Blacksmith
Pipes in the House
Policeman
The Policeman 3rd ed.
Policeman Walt Learns His Job
Pony Farm
Port of Portland
Poultry on the Farm
Schools and Jobs: Lots of People Work Here
Schools and Neighborhoods: Josh Gets a School
See and Tell: School Days in Japan
Sheep and Shepherds - Rev. ed.
Shepherd and His Sheep
Ships: A First Film
Ships in Dry Dock
Ships in Harbor
Shoemaker and the Elves
Space Flight Around the Earth
Spanish Children 2nd ed.
Stores in Our Community
Story of a Book (Book Authors)
Story of King Midas
Story of Peggy at the Farm
Story of the Goose and the Gander
Tommy's Healthy Teeth
Trains: A First Film
Transportation By Inland Water Ways
Transportation By Ship
The Transportation Revolution: Story of America's Growth
Trout Hatchery
Truck Farm to Store
Truck Farmer
Trucks and Trains
Trucks in Our Neighborhood: A First Film
Tugboats and Harbors
Uncle Jim's Dairy Farm
Urban Ecology: Garbage Disposal
Values: Being Friends
Veterinarian Serves the Community
Visit to the Waterworks
Water for the City
Water Pollution: A First Film

We Live in the City
We Make Butter
We Make Choices
We Want Goods and Services
Wee Geese
What Do Fathers Do?
What Do I Receive For My Money?
What Is a Community
What Is Money?
What Our Town Does For Us
Wheat Farmer
When I Need More Money
Why Communitites Trade Goods
Why Fathers Work
Why People Have Special Jobs: The Man Who Makes Spinning Tops
Why We Have Laws: Shiver, Gobble and Snore
Why We Have Taxes: The Town That Had No Policeman
Work Around the World
Workboats of the Harbor
Worker in Our Community
The World of Work: Tugboat Captain
Your Daily Bread
Your Friend the Soil
Zoo Baby Animals (Zoo Keeper)
Moving People in the Community
Turn a Handle, Flick a Switch
America: My Country
The City I See
Community Services
The Craftsman
Economics For Elementary: A Day in the Life of a Dollar Bill
Economics For Elementary: Division of Labor
Economics For Elementary: Interdependence
Economics For Elementary: Land, Labor and Capital
Economics For Elementary: Trade
Economics: Money
Family Life Around the World Series: Family of the Mountains: A Peruvian Village
Farms Around the World
The Food Cannery
Food For the City: Produce
Food For the City: Wheat and Flour
Garbage
Growing Up On the Farm Today
Horse Farm
Jobs in the City: Manufacturing
A Letter to Amy
Little Train, Little Train
Milk: From Farm to You
Moving Goods in the Community
Pat Explores His City
Ramon, Boy of Luzon
Watch Out for My Planet
The Weatherman: A Scientist
What Is a City?

What Shall I Be?
Why We Use Money: The Fisherman Who Needed a Knife
City Tree
Dockside
Economics For Elementary: Arctic Fishermen in World Trade
Family Life in Malaysia: We Live in a Kampong
Land Pollution: A First Film
Learning to Use Money
Maurice Sendak (Author)
Morning Harbor
Neighborhoods Change
Parents--Who Needs Them?
Spend, Spend
There's Nobody Else Like You
Uncle Smiley and the Junkyard Playground
Uncle Smiley Follows the Seasons
Uncle Smiley Goes Camping
Uncle Smiley Goes Planting
Uncle Smiley Goes Recycling
Uncle Smiley Goes to the Beach
Uncle Smiley Goes Up the River
A Walk in the Woods
What Is a Family?
Why We Need Each Other: The Animals' Picnic Day
Modern Post Office
Veterinarian Serves the Community
Bus Driver
My Milkman, Joe
Legend of Johnny Appleseed
Space Flight Around the Earth
Space in the 70's
Man in Space the Second Decade
Bakery Beat
Communications: A First Film
Communities Depend on Each Other
The Doctor
Fireman
Fire Boat--Ready For a Run
The Field Becomes a Town
Weather
Weather Scientists
Rain
Rainy Day Story
Policeman
The Policeman
Policeman Walt Learns His Job
Modern Post Office
The Mailman
A Tree is a Living Thing
Shoemaker and the Elves
Veterinarian Serves the Community
Family in the Purple House
Safety on the Playground
The Dangerous Playground
Shivers, Gobble & Snore--Why We Have Laws

Children's Literature, Set 5: Express Yourself (with record)
Children's Literature, Set 6: Lear ing About Literature (with record)
Economics For Primaries (with record)
Hear Me, See Me (cassette tape)
Medicines, Drugs and Healthful Living
Mystery Guest 1A (cassette tape)
Mystery Guest 1B (cassette tape)
Mystery Guest 1C (cassette tape)
Mystery Guest 2A (cassette tape)
Mystery Guest 2B (cassette tape)
Mystery Guest 2C (cassette tape)
Mystery Guest 2D (cassette tape)
Nutrition
Nutrition For Little Children (with record)
The Port: Gateway to Trade and Careers, 1 (cassette tape)
The Port: Gateway to Trade and Careers, 2 (cassette tape)
Stories and Fables For Science
The Story of Space Flight (with record)
Tall Tales in American Folklore, Set 1 (with record)
Wise Choices (16 cassettes)
Adventures of Johnny Appleseed
The Adventures of Paul Bunyan: An American Folktale (with record)
The Adventures of the Lollipop Dragon (with record)
Africa: Focus on East Africa (with record)
Africa: Focus on West Africa (with record)
Ahmed and Adah of the Desert Land
Airplane Trip
Airplanes and How They Fly
Airports and Airplanes
All of Us Together
America: People, Products and Resources
The American Cowboy (with record)
Andy Lends Money to the Bank
The Bakery
Big City Workers
Bread
Building a Home
Bus Driver
Buses at Work
Carrying Freight
The Changing City: City and Country Contrasts (cassette)
The Changing City: Energy For the City (cassette)
The Changing City: Movement in the City (cassette)
The Changing City: Problems in the City (cassette)
The Changing City: Renewing the City (cassette)
The Changing City: Size of the City (cassette)
The Changing City: Taking Care of the City (cassette)
The Changing City: Transactions Within the City (cassette)
Children of the Inner City (with record)
Community Helpers "A"
Community Helpers "B"
Community Helpers For Health
Community Series: Agriculture and Industry
Community Series: Systems in Our City

Community Series: Transportation
Community Service Series
Going Shopping
The Grocer
Harbor Boats at Work
Harbor Community
Health Helpers
How Our Service Station Helps Us
How the City is Fed
How We Get It
Knowing Our School (with record)
Larry Helps the Police
Learning to Live Together, Pt. 1
The Little Red Hen
The Mailman
Mankind in Motion (with record)
Milk
Money Experiences
Mop Top (Barber) (with record)
Mother Goose Village Fire Department
Mother Goose Village Lake and Police Station
Mother Goose Village Newspaper
Mother Goose Village Post Office
Mother Goose Village Television Station
My Dad is a Cattle Rancher
My Dad is a Cotton Farmer
My Dad is a Dairy Farmer
My Dad is a Fruit Farmer
My Dad is a Hay Farmer
My Dad is a Poultry Farmer
My Dad is a Sheep Rancher
My Dad is a Truck Farmer
My Dad is a Veterinarian
My Dad is a Wheat Farmer
Neighborhood Workers
Our Fire Department
Our Government and How It Works
Our Health Department
Our Library
Our Police Department
Our Post Office
Our Working World: Cities at Work 1 (with record)
Our Working World: Cities at Work 2 (with record)
Our Working World: Cities at Work 3 (with record)
Our Working World: Cities at Work 4 (with record)
Our Working World: Cities at Work 5 (with record)
Our Working World: Cities at Work 6 (with record)
Our Working World, Grade 1 (Lessons 1-28) (with record)
Our Working World, Grade 2 (Lessons 1-16) (with record)
Passenger Trains at Work
Playing Community Helpers
The Policeman
Policemen and Firemen
Policemen at Work
Post Office Workers
School Helpers

School Series: Our School Workers
Seven Little Postmen
Shopping For Groceries
Visit to the Dentist
What is Profit?
What the Bank Does With Andy's Money
What We Need
Where Food Comes From: Eggs For You to Eat
Where Food Comes From: Milk From the Cow to You
Who Helps Us? "B" (with record)
Why We Use Money
The Wonderful World of Work: Carrying the Mail (with record)
The Wonderful World of Work: Drug Store Workers (with record)
The Wonderful World of Work: Gas and Oil Service Workers (with record)
The Wonderful World of Work: Meet the Milkman (with record)
The Wonderful World of Work: Service Station Workers (with record)
The Wonderful World of Work: Supermarket Workers (with record)
The Wonderful World of Work: Telephone Workers Who Make the Phone Ring (with record)
The Wonderful World of Work: Working With Electricity (with record)
Workers for Health
Working in U. S. Communities: Group 1 (with record)
Working in U. S. Communities: Group 2 (with record)
The World Above Us--(Astronomer)
Your Daily Bread
Economics in the Home, School and Community: Kit 1 - Interdependence (with record
Learning to Live Together, Pt. 1
Primary Economics (with record)
Community Helpers "A"

STUDY PRINTS

Children of America
The Dairy
Dairy Helpers
Exploring Space: Man on the Moon
A Family At Work and Play
The Farm
Farm and Ranch Animals
The Fire Department
The Fire Department, A
Fire Prevention
Hospital Helpers
How People Travel in the City
Keeping the City Clean and Beautiful
Medical Helpers
Moving Goods For People in the City
Neighborhood Friends and Helpers
The Police Department
Police Department Helpers
The Postal Helpers
The Postal Service
Red Hen
School Friends and Helpers
Supermarket Helpers
We All Like Milk

Happy, Safe and Healthy: Staying Well All the Time
Happy, Safe and Healthy: Things We Care About
Happy, Safe and Healthy: We Help and Share
Children of America
Man Puts Energy to Work
Our Wonderful Country, Set 4: Its Workers
American Legendary Characters
The Astronaut: Training and Equipment
Best Word Program Ever (Richard Scarry)
Building Toward the Moon
Countdown to Splashdown

KITS OF MATERIALS

Dental Care Kit
Egg, Incubator (Chick-Chick)
Eskimo and Tlingit Realia Kit
Fireman's Tool Kit
People, Places, Products
Water Transportation Kit
Chicken Little Count-To-Ten
How Talu the Elephant Got His Farm Back: A West African Folk Tale
I Can, Unit 1
I Can, Unit 2
Incubator
Just Right Job Stories
Paddle-to-the-Sea
The Sea Monster and the Fisherman: An Eskimo Folktale
Breadmaking Kit
Churn
Churn Kit
The City (Match Kit)

SLIDE SETS

Farm Animals
All About Airplanes: Airport Workers
All About Airplanes: Kinds of Airplanes
All About Airplanes: Parts of an Airplane
Common Farm and Ranch Animals

FILM LOOPS

Ganging Up
The Cheat

EXHIBITS

Cows
Dairy Farm Model

FIELD TRIPS

Airport Tour
Alpenrose Dairy
American Rhododendron Test Garden
Bakery Tours
    Franz Bakery
    National Biscuit Co.
Beverage Industry Tours
    Portland Bottling Co.
Children's Art Museum
Dairy Farm Tours
    Alpenrose Dairy
    Sunshine Dairy
Oregon Historical Society
Laurelhurst Park
Farmers Market
First National Center Museum
Forestry Center
Georgia Pacific Historical Museum
Hoyt Arboretum
Kendall Planetarium
Lloyd Center Tour
Jantzen Beach Shopping Center
Oregon Historical Society (Pioneer Life-special program)
Oregon Museum of Science and Industry (OMSI)
Boyd's Pet Shop
Portland Parks and Playgrounds
Printing Industry Tours
Railroads-Model (Columbia Gorge Model Railroad Club)
Trains and the Railroad Station
    Portland Zoo
    Amtrak
Trucking Industry Tours
    Hyster Co.
    Freightliner Corp.
Walking Tours
Zoo
Post Office
Gas Station
Neighborhood Bank
Humane Society
Neighborhood Class Walks

RELATED BOOKS

At The Library - Colonius
I Want To Be a Librarian - Greene
Policemen - Dillon
Policeman Small - Lenski
You Visit A Fire Station - Police Station
Where Are The Mothers - Marino
Lets Go To A Police Station - Sootin
Lets Find Out About Policemen - Shapp
What Do They Do? - Greene-Kessler

The Man in The Manhole - Sage-Ballantine
Our Friendly Helpers - Hoffman
Policemen and Firemen - Miner
The True Book of Money - Elkin
Lets Go To A Bank - Sootin
Lets Go To A City Hall - Wolff
Want To Be A Teacher - Greene
Lets Go To the Post Office - Buchheimer
Mr. Zip and the U. S. Mail - Barr
I Want To Be A Postman - Greene
I Want To Be A Ship Captain - Greene
Lets Go To A Garage - Goodspeed
When I Grow Up - Lenski
I Know A Baker - Jritani
I Want To Be An Animal Doctor - Greene
I Want To Be A Telephone Operator - Greene
I Want To Be A Doctor - Greene
Firemen - HeffLefinger
I Want To Be A Fireman
Truck Drivers: What Do They Do? - Greene-Kessler
The Dairy - Hastings
I Want To Be A Farmer - Greene
At The Dairy - Hastings
I Want To Be A Carpenter - Greene
I Want To Be A Baseball Player - Greene
The True Book of Houses - Carter
Cowboys: What Do They Do? - Greene-Kessler
Cowboy Small - Lenski

APPENDIX B

CROSSREFERENCE OF GOALS AND CONCEPT-DESCRIPTOR

TERMS AND STORIES IN BASAL READERS

TABLE OF CONTENTS

Goal Statement		Pages
The students will be able to recognize:		
Car.Ed. 1.	the physical and emotional benefits of understanding and respecting self and others throughout life	1
Car.Ed. 2.	that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers	2
Car.Ed. 3.	the personal, social, economic and political reasons for work in our society	3
Car.Ed. 4.	that work is a dignified human activity which gives rights to and requires responsibilities from its participants	4
Car.Ed. 5.	that in our society he is dependent on the goods and services of others for his welfare and survival	5
Car.Ed. 6.	the physical and psychological reasons for work and leisure activities	6
Con.Ed. 1.	how resources are related to needs and wants	1
Con.Ed. 2.	the skills needed in the decision-making process	2
Con.Ed. 3.	effective shopping techniques	3
Con.Ed. 4.	how consumer skills can improve standard of living	4
Con.Ed. 5.	the relationship of supply and demand	5

APPENDIX B

Crossreference of Goals and Concept-Descriptor

Terms and Stories in Basal Readers - Houghton Mifflin

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Dinosaurs (3)	The Biggest One In the Play	4-11
Benefits	Dinosaurs (3)	The Animal With No Name	61-69
Cooperation			
Acceptance of others	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Sharing labor	Signposts (5)	Hooray For Jasper	77-97
Interpersonal relationships	Signposts (5)	The Mitten	177-193
Resourcefulness	Rewards (7)	Down, Down the Mountain	259-284
Personal satisfaction	Panorama (8)	Eddie and the Doll	211-226
	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Dan and the Real Tiger	37-45
Interpersonal relationships	Dinosaurs (3)	We Walk Dogs	13-17
Sharing labor	Dinosaurs (3)	Red is Nice	52-59
Cooperation	Rainbows (4)	Pedro's Bike	98-115
Planning	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Job description	Signposts (5)	Roberto is Always a Problem	29-42
	Secrets (6)	Jasper Makes Music	187-192
	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34
	Panorama (8)	Who Needs Punch?	62-63
	Fiesta (9)	Doctoring an Elephant	28-39
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes the personal, social and economic reasons for work in our society.

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Reasons for work	Tigers (3)	Dan and the Real Tiger	37-45
Service to others	Dinosaurs (3)	The Biggest One in the Play	4-11
Conservation			
Improving ones level of living	Dinosaurs (3)	We Walk Dogs	13-17
Sense of worth	Dinosaurs (3)	The Animal With No Name	61-69
Personal planning	Signposts (5)	Hooray For Jasper	77-97
Respect for others	Secrets (6)	Jasper Makes Music	187-192
Repair and maintenance	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Skills and talents	Rewards (7)	Down, Down the Mountain	259-284
	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	A House of Aquanauts	138-139
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta (9)	Case of the Mysterious Tramp	284-293

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Dinosaurs (3)	We Walk Dogs	13-17
Skills and talents	Dinosaurs (3)	Red Is Nice	52-59
Reasons for work	Donosaurs (3)	The Animal With No Name	61-69
Special knowledge	Secrets (6)	Jasper Makes Music	187-192
Dignity of work	Rewards (7)	Down, Down the Mountain	259-284
Sense of worth			
Responsibility	Fiesta (9)	Doctoring an Elephant	28-39
Pride in work	Fiesta (9)	A House of Aquanauts	138-139
Resourcefulness	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Dependability	Tigers (3)	Dan and the Real Tiger	37-45
Concern for others	Dinosaurs (3)	One-Way Tickets	27-35
Sense of worth	Rainbows (4)	Pedro's Bike	98-115
Interpersonal relationships	Signposts (5)	Roberto is Always a Problem	29-42
Safety	Signposts (5)	The Mitten	177-193
Service to others	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Interdependence	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	Who Needs Punch?	62-63
	Fiesta (9)	Doctoring an Elephant	28-39
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	A House of Aquanauts	138-139
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta (9)	Case of the Mysterious Tramp	284-293

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Leisure	Tigers (3)	Dan and the Real Tiger	37-45
Leisure vs industry	Fiesta (9)	Jazz	160-165
Reasons for work	Fiesta (9)	Case of the Mysterious Tramp	284-293
Maintenance			
Alternative life styles	Fiesta (9)	Rupert Piper Becomes a Hero	296-308
Work and play			
Planning ones future			

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-Descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	Dinosaurs (3)	We Walk Dogs	13-17
Necessities	Dinosaurs (3)	One-Way Tickets	27-37
Luxuries	Rainbows (4)	Too Many Bozos	57-75
Skills and abilities	Rainbows (4)	Pedro's Bike	98-115
Purchasing power	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Making choices	Secrets (6)	Jasper Makes Music	187-192
Ability to buy	Rewards (7)	Down, Down the Mountain	259-284
Availability of resources	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34

Consumer Education Goal: Students will be able to recognize the skills of the decision-making process.

Concept-Descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Making Choices	Dinosaurs (3)	One-Way Tickets	27-37
Needs vs wants	Rainbows (4)	Too Many Bozos	57-75
Needs vs desires	Signposts (5)	Roberto is Always a Problem	29-42
Ability to buy	Secrets (6)	Jasper Makes Music	187-192
Skillful buying	Secrets (6)	Shopping Spree	218-219
The wise buy	Rewards (7)	Down, Down the Mountain	259-284
Products and knowledge	Panorama (8)	The Snake in the Carpool	9-34
Comparative shopping			

Consumer Education Goal: Students will be able to recognize effective shopping techniques

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Secrets (6)	Shopping Spree	218-219
Making choices			
Comparative buying			
The wise buy			
Product knowledge			
Advertisements			
Skillful buying			

Consumer Education Goal: Students will be able to recognize how consumer skills can improve a standard of living.

Spending within an income	Dinosaurs (3)	Red is Nice	52-59
Savings vs spending	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Productivity	Rewards (7)	Down, Down the Mountain	259-284
Wise use of resources			
Comparative buying			

Consumer Education Goal: Students will be able to recognize the relationship between supply and demand.

Supply vs demand	Signposts (5)	The Mitten	177-193
Needs vs desires	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Resources			
Alternative choice			
Overcoming shortages			
Surplus vs shortages			

APPENDIX C

LEARNING ACTIVITY MODULES

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Overview of Module Components.....1

Concepts and Activities

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Car.Ed. Goal 2. The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.....3

Car.Ed. Goal 3. The student recognizes the personal, social and economic reasons for work in our society.....4

Car.Ed. Goal 4. The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.....5

Car.Ed. Goal 5. The student recognizes that in our society we are dependent on the good and services of others for our welfare and survival.....6

Car.Ed. Goal 6. The student recognizes the physical and psychological reasons for work and leisure activities.....7

APPENDIX C

Learning Activity Modules

Career Education Goal (See pages 1-6)

Concepts developed by this goal

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
(See lists following each goal statement)

II. Select as many of these activities as reasonable to develop this module. The details of each component can be found in the publications listed under each activity heading

Instructional Activities

A. Basal reader stories - see Appendix B for stories listed for each career education goal. Read each story guide for particular concepts developed through the use of the Teaching Guide. Particular stories may prove more productive when used with these activities.

B. Audiovisual media - see Appendix A for lists of films, filmstrips, records, cassettes, study prints, slide sets, film loops, exhibits, field trips, and other related books. The list of reading selections are not exhaustive by any means. Consider asking your building librarian to suggest titles related to certain basal reader stories. Add others that come to mind as you become better acquainted with the concepts that are subordinate to this goal statement.

C. Small and large-group activities - these activities have been lifted from three commonly-used Portland area publications.

1. Career Education, An Idea Book, Area II, Portland Public Schools, Portland, Oregon.

2. Career Education in the Elementary Curriculum, The FLAB Cluster Schools, Area III, Portland Public Schools, Portland, Oregon.

3. Elementary Career Education Starts With Awareness, Area I, Portland Public Schools, Portland, Oregon.

D. Direct experiences - this section is provided as an open space with no references. Write in any experiences you have heard about, even one that has occurred spontaneously in the classroom. These are the kind of ideas that may never reoccur, but because they clicked and meshed with your goals, the stage needs to be set for them to create an awareness among other children at another time.

APPENDIX C

Learning Activity Modules

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Benefits __Cooperation __Acceptance of others __Sharing labor __Interpersonal relationships __Resourcefulness __Personal satisfaction __Volunteerism.

C. Small and large-group activities

1) Services, Goods; Knowing Person's Occupations - Students will acquire knowledge of careers of others that are available to themselves, An Idea Book, No. 112, 113.

2) Similarities and Differences in Occupation - Students will become aware that occupations have their differences and a suitable career e ists for everyone, living anywhere in the world. An Idea Book, No. 116, 117, 131.

3) Special Names Given to Leaders - To familiarize students with special names and titles given to people to describe their work and responsibilities - teach about job descriptions. An Idea Book, No. 212, 222.

4) Understanding of Needed Training, Skills, Needs and Services of Certain Occupations - Students will discuss, then develop a chart to delineate information about job descriptions, training needed, tools, skills needed and services or goods produced. Elementary Career Education Starts With Awareness. p. 50.

5) Construct an "All About Me" Book - Students will use drawings and other visual tactile devices to indicate their concepts of themselves according to several personal characteristics. FLAB Activity Card No. 3

6) Understanding Moods and Emotions - Through use of study prints facial and body language will be evaluated to discuss personal moods and feelings in response to certain situations. FLAB Activity Card No. 28

7) Use the Film - Evan's Corner (Relates to basic human need to be with and help others.)

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Interpersonal relationships __Sharing labor __Cooperation __Planning with others __Job description.

C. 1) Division of Labor at School - Make the student aware that different jobs require different skills. An Idea Book, No. 84

2) Class Newspaper: Reporters, Artists, Writers, Photographers - Students will learn about persons and the jobs needed to make and deliver a class newspaper. An Idea Book, No. 132, 133, 137, 141

3) Animal Doctors: Care of Pets - Develop awareness among children that they have responsibilities for the health and training of their pets; their families and classmates need to cooperate in care of classroom and home pets - An Idea Book, No. 132, 133, 137, 141

4) Classroom Grocery Store - Students will set up and assume job roles within a simulated grocery store. Elementary Career Education Starts With Awareness, P. 53.

5) The Assembly Line - Students will participate in a simulated construction of single products by using a sequenced assemblage of materials. Elementary Career Education Starts With Awareness, p. 55

6) Use the Film: Clothing: A Pair of Blue Jeans

Career Education Goal: The student recognizes the personal, social and economic reason for work in our society.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Reasons for work __Service to others __Conservation __Improving ones level of living __Sense of worth __Personal Planning __Respect for others __Repair and maintenance __Skills and talents.

C. 1) Home and Family - To understand why families sometimes choose between spending now and spending later. An Idea Book, No. 40

2) Goods and Services - Families need money to buy goods and services. An Idea Book, No. 40-41.

3) Occupational Descriptions and Titles as Riddles - Familiarize job title by describing job characteristics as riddles. An Idea Book, No. 220, 264 (Also, see FLAB Activity Card No. 77)

4) Dramatization of Understanding of Job Roles - Student will plan, prepare, and perform brief dramatizations of their understanding of occupational roles. Elementary Career Education Starts With Awareness, p. 84 (Also see pp. 85-88 regarding extensive lists of other types of language arts related activities concerned with students' conceptualization of job role descriptions.)

5) "What's Your Bag" - Students do illustration of occupational "bags" that certain jobs and professions use. FLAB Activity Card No. 89

6) Use the Movie: We Want Goods and Services

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilit from its participants.

C. 1) There is Honor in Work - Create an awareness with students that parents perform work that is essential, and contributes to the common good of everyone in a community. An Idea Book, No. 80

2) Bicycle Safety - Students should acquire an understanding of using equipment and machines that are safe to use. An Idea Book No. 101

3) Inspectors Inspection - Some jobs people do are mainly related to helping everyone live safely and healthfully. An Idea Book, No. 105

4) Measuring Tools - The student will become familiar with a variety of measuring tools and occupations that use them. An Idea Book, No. 124-126

5) Responsibilities in the Home and School - Students will recognize the jobs that are done around home and school, and then describe the manner in which each job is done well. FLAB Activity Card No. 39 and 40.

6) Use the Film - A Rock In the Road

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Dependability __Concern for others __Sense of worth __Interpersonal relationships __Safety __Service to others __Interdependence

C. 1) All Families Need Food - All families find ways to provide themselves food and clothing. An Idea Book, No. 4 and 43.

2) All Jobs are Important - Children learn to understand that the work of all people is important. An Idea Book, p. 80

3) Who Fixes What? - Students will become familiar with occupations that are involved with making repairs of some kind. An Idea Book, No. 145-147

4) School and the Neighborhood - Students will become aware of the stores and services in the school neighborhood. An Idea Book, No. 261

5) What Is a Neighborhood? Students illustrate all business and occupations they observe on a walking field trip. Elementary Career Education Starts With Awareness. p. 41

6) Dependence on Workers to Maintain a Home - Students will construct a bulletin board to indicate occupations that are called upon to repair certain parts of a house. Elementary Career Education Starts With Awareness, p. 61

7) Safety in the Classroom - Students will discuss the duties of persons who monitor the safe and unsafe practices of students and the hazards that exist in a classroom. FLAB Activity Card No. 35 (Also see An Idea Book, No. 105).

8) Investigation of Contributors to Product Development - Students will trace the activities associated with certain products. FLAB Activity Card No. 84

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Leisure __Leisure vs industry __Reasons for work __Maintenance
__Recreation __Alternative life styles __work and play __planning ones future

C. 1) Interests and Abilities - The student will become aware of various occupati and avocations that can be determined by personal interests and desires. An Idea Book, No. 120